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## ABSTRACT

As a result of the need for a systematic approach to preservice and inservice training of administrative personnel a management academy program was initiated in the Dallas independent school district beginning in the spring of 1975. A comprehensive program was planned and implemented with a format designed to provide training for prospective leaders, continuing inservice for persons occupying leadership positions, and regular interaction sessions between principals and the general superintendent. The evaluation results of the practicum indicate successful implementation of all components of the program. Several selected activities were concluded with an assessment to determine if gains in knowledge took place. The results were significant. In addition, participants projected positive attitudes about the organization of management academy activities and expressed an overall supportive reaction to involvement in the program. The recommendation that the academy be moved from project status and incorporated into the district as a continuing program was accepted by the general superintendent. The academy has now been fully instituted in the district. The position of director has been budgeted in the personnel development department beginning in the 1976-77 school year. (Author/GC)

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A Management Academy  
in  
An Urban School District

by  
Gene E. Davenport

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Dallas Cluster I  
Dr. Frank Alexander, Coordinator

Maxi II Report  
November 8, 1976

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## ABSTRACT

As a result of the need for a systematic approach to preservice and inservice training, a Management Academy program was initiated in the Dallas Independent School District (DISD) beginning in the spring of 1975. A comprehensive program was planned and implemented with a format designed to provide training for prospective leaders, continuing inservice for persons occupying leadership positions, and regular interaction sessions between Principals and the General Superintendent.

The evaluation results of the practicum indicate successful implementation of all components of the program. Several selected activities were concluded with an assessment to determine if gains in knowledge took place. The results were very significant as a high degree of retention occurred. In addition, participants projected positive attitudes about the organization of Management Academy activities and expressed an overall supportive reaction to involvement in the program.

The recommendation that the Management Academy be moved from project status and incorporated into the District as a continuing program was accepted by the General Superintendent. The Management Academy has now been fully instituted in the District and the position of Director - <sup>the</sup> Management Academy has been budgeted in the Personnel Development Department beginning in the 1976-1977 school year.

## INTRODUCTION

In the spring of 1975, the management staff of the Dallas Independent School District (DISD) Personnel Development Department engaged in a series of planning meetings. One of the results of these sessions was the agreement on the need for an intensified program of preservice training and inservice training for district administrators. Such a program would be designed to assist District personnel in achieving and maintaining skills needed to manage schools or programs. Because of interest in this particular area, a proposal was developed by the author to be submitted to both Nova University as a Maxi II Practicum and to the General Superintendent of the DISD.

The proposed program was comprehensive in nature and involved the following specific components: (a) Preservice leadership training; (b) Summer work conferences; (c) Inservice seminars and workshops; (d) Small group interaction sessions with the General Superintendent. The plan was accepted at the highest administrative levels as well as by the School Board of the DISD. As a consequence, a number of decisions were made which made possible the implementation of the plan. An open space facility was made available for meetings, generous budget allowances were approved by the School Board, and an evaluator was assigned to the project. A position was also created

for the Director - Management Academy with responsibility for the planning and implementation of the program as outlined in the practicum proposal.

The evaluation of the practicum indicates positive results. All components of the program were reviewed very favorably by the participants, and appreciation was expressed for the care taken in organizing activities. Product evaluations were completed for eight selected seminars based on principal perception of knowledge before and after each session. The results indicated important gains in knowledge and information. Positive attitudes were also reported by the majority of those involved.

Due to the successful beginning of this program, the recommendation was made that the position of Director - Management Academy be continued and that the Management Academy program be moved from project status to that of a continuing program in the DISD. These suggestions were accepted by DISD officials, and the program will be integrated into regular district operations using the 1975-1976 evaluation results as a guide for an improved program.

## NEED IDENTIFICATION AND OBJECTIVES

For a number of years, particularly in large urban school districts, the formulation of an effective means of developing and maintaining educational leaders has been of major concern. New societal forces and technological advances are changing the role of educational leaders and making obsolete much of the professional training they have traditionally received. Dr. Francis Chase, Senior Consultant in the Dallas Independent School District (DISD), emphasized this point in the following way:

The foregoing comments on expanding knowledge, advancing technology, and the spreading of human aspirations could be extended indefinitely; but enough has been said to suggest that the conditions of our time require a reinterpretation of the traditional goals of education....The educational administrator is called upon, therefore, to interpret the goals of education as they are redefined by the demands of the time....The administrator also must provide leadership in choosing wisely among the multiplied and varied means which our age offers for achievement of educational goals.<sup>1</sup>

As early as 1969, shortly after arriving in the DISD, Dr. Nolan Estes, General Superintendent, asserted his philosophy about leadership training when he made the following statement:

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<sup>1</sup>Francis Chase, "The Administrator as Implementor of The Goals of Education For Our Time," Administrators Notebook, Vol. XXV, No. 1 (1976-1977), p.4.



Where is the lone school administrator to seek power? From expertise! Demonstrated professional ability is the administrator's power base. It is his knowledge, training, and expertise, in the abstract, which make the administrator's opinions about education worth more than the opinion of any other citizen chosen at random.<sup>2</sup>

In addition, his goal for the development of leadership in the DISD was stated in his concluding remarks that:

In the years ahead our major goal must be competence for all. Any acceptable pattern for educational leadership must adopt this goal and employ the professional skill of the administrator wedded to proof of performance to design and manage an educational system to prepare students to contribute to the most complex and exciting country on earth.<sup>3</sup>

Due to the characteristics of an urban school district, it is commonly felt that administrators in the DISD must be uniquely prepared for their responsibilities. Since Texas is a state with primarily rural and small school districts, the general preparation programs at the University level in Texas do not necessarily focus on the managerial skills needed in large districts. Consequently, it has become necessary for larger urban school systems to define programs to meet their unique needs.

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<sup>2</sup>Excerpt from a speech by Dr. Nolan Estes, General Superintendent, Dallas Independent School District; at a symposium on Leadership and Education; Kingston, Jamaica; October 23, 1969.

<sup>3</sup>Ibid.

Neal Gross, in studying the relationship between formal preparation and success in professional leadership encouraged such district action when he expressed the view, "To school systems that rely almost completely on institutions of higher learning to prepare individuals for the principalship, this would suggest that they reconsider the practice; if the colleges and universities are not equal to the task, school systems may need to play a more important part in preparing principals for professional leadership."<sup>4</sup>

During the planning cycle for 1975-1976 programs in the DISD, it was determined that a broad-based systematic program was needed in order to provide continuing inservice education for persons currently assigned to leadership positions, as well as to continue the identification and training of prospective educational leaders. As a result of interest in this particular concern, a proposed program was developed and submitted to the Assistant Superintendent for Personnel Development and the General Superintendent. The plan, which consisted of components for preservice leadership training and inservice training, was accepted and identified as the Management Academy.

The concept of leadership as recognized in the DISD was not unlike that explained by Dr. Louis Ruben, when he identified and

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<sup>4</sup>Neal Gross, Staff Leadership in Public Schools, p. 61-89, quoted in Don Mitchell, Leadership in Public Education Study, (Washington, D.C.: Academy for Educational Development, Inc., 1972) p. 33.

commented on characteristics of leadership as follows:

In short, it is the ability to deploy the available human talents in the achievement of worthwhile ends that is the distinguishing hallmark of the able leader. To cite the extreme example, it theoretically should be possible for an individual who is an effective human catalyst to lead successfully even when he does not understand all the technical intricacies of the task at hand.<sup>5</sup>

Knezevich also agreed that leadership is a force which activates the human resources within an organization. He concluded that:

There are many conceptions of the nature of leadership. Leadership is, in essence, concerned with human energy in organized groups. It is a force which can initiate action among people, guide activities in a given direction, maintain such activities, and unify efforts toward common goals.<sup>6</sup>

In similar manner, Katz and Kahn asserted that a school principal who simply implements a school policy would not be considered performing a leadership act. However, a person who supplemented an existing policy or who imaginatively interpreted a policy might be thought of as exercising leadership.<sup>7</sup>

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<sup>5</sup>Louis J. Ruben, Curriculum and Instruction Study Guide (Fort Lauderdale: Nova University Press, 1972), p. 187.

<sup>6</sup>Stephen J. Knezevich, Administration of Public Education (New York: Harper and Brothers, Publisher, 1962), p. 88.

<sup>7</sup>Daniel Katz and Robert L. Kahn, The Social Psychology of Organizations (New York: John Wiley & Sons, Inc., 1966), p. 317.

As it is perceived in Dallas, administrators and managers accomplish goals through the utilization of established policies and procedures. On the other hand, such a person exercises leadership when he/she finds and utilizes new means in reaching established goals or cooperates with others in facilitating new means or new goals.

As this concept was examined in the District, it was recognized that the development and maintenance of leadership as discussed in the foregoing passages is a difficult and complex task. District officials did not presume that such could be accomplished on a short term basis. The proposed program serves only as a beginning.

Fielder underscored the need to be cautious in this area when he said:

We must emphasize that management and administrative functions, or being a 'good executive', are not identical with leadership. Management is more than leadership.... Some of those factors of administrative skill may well be predictable by personality and achievement tests. Leadership ability—the knack of getting any group to perform in a highly efficient manner—is not currently predictable.<sup>8</sup>

This point about leadership reinforced the need to exercise care in implementing a program. It is hoped that on a long range basis, leaders can be developed and maintained through programs in the District.

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<sup>8</sup> Fred Fielder, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Co., 1967), p. 250.

In effect, the short range goal is and should be to provide District administrators with management skills needed to operate the schools on a daily basis, as well as challenge them to achieve new knowledge and competencies needed to survive in a changing educational environment.

As plans were developed, it was anticipated that many questions would be raised about how to improve leadership. Fielder reinforced the difficulty when he stated that:

Most leadership training programs are designed either to change the trainee's attitudes and behaviors in the direction which will make him more task-oriented, managing, and directive, or in the direction which will make him more human relations oriented, permissive, and non directive. ...If leadership training is to be successful, the present theory would argue that it should focus on providing the individual with methods for diagnosing the favorableness of the leadership situation and for adapting the leadership situations to the individual's style of leadership so that he can perform effectively....The alternative method would call for training the leader to develop a flexible leadership style and to adapt his leadership style to the particular situation. The author is highly pessimistic that this training approach would be successful.... It would seem more promising at this time, therefore, to teach the individual to recognize the conditions under which he can perform best and to modify the situation to suit his leadership style.<sup>9</sup>

Historically in the DISD, attempts to implement staff development programs designed to remediate personnel whose performance is evaluated

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<sup>9</sup>Ibid., p. 253-254.



as conditional or unacceptable have been considered unsuccessful. Specifically, a teacher training program during faculty desegregation in 1971-1972 and an administrator training program for selected principals in 1970-1971 were rejected by the participants and the evaluation results were inconclusive. As a consequence, training programs have since been implemented as a positive approach to personal and professional growth. In effect, the assumption is made that opportunity for growth experiences is important for all persons committed to service in a diverse and changing urban educational system. One of the seven major goals of the 1970's adopted by the School Board is that of "staff development." Individuals, as well as entire faculties, have been encouraged and are expected to accept this philosophy as a means of meeting the demands of the profession.

As a part of the District procedures for "formative" personnel evaluation, supervisors are required to take positive and supportive steps toward assisting personnel to overcome deficiencies. Staff development in the DISD is one means by which persons can be assisted as they are counseled regarding their particular needs. District-wide programs prescribed to focus on weaknesses of identified persons or groups are no longer planned and implemented.

As the plans for the Management Academy were being developed, a deliberate decision was made not to implement it as a solution to overcome specific weaknesses of district administrative personnel.



Instead the School Board and the General Superintendent approved the plans based on a desire to be pro-active as it relates to solving problems which face urban education. The Board emphasized the importance of a broad based program through which District administrators could gain professional competence as the need arises from year to year. In this sense, the program was intended to be preventative as opposed to remedial in nature.

The consensus opinion of the Board and the General Superintendent was that their decision to institute a Management Academy program should not suggest that weaknesses existed among the administrative personnel of the District. The political climate of the District is such that the consequences of such action would create credibility problems for the administrators as well as the District as a whole. It was felt that a negative image would then be attached to the program by participants and the community.

As a consequence, it was determined that performance objectives derived from needs would not be predetermined. It was agreed that a comprehensive program should be designed as an integral part of the District program and strategies developed to gain maximum involvement in determining the Management Academy program offerings. Another underlying assumption behind the program is that "people will support that which they help create." It was felt by District decision makers that if administrators accepted the program during its first year of

implementation that the Management Academy would in fact emerge as a very important program for meeting professional growth needs of a continuing basis beginning in 1976-1977.

In order to address these important issues in the District, several components were incorporated into the Management Academy program. Preservice training, summer work conferences, inservice seminars and workshops, and small group interaction sessions with the General Superintendent were designed. Specific objectives, providing for a comprehensive program, were proposed, as follows:

1. Revise and implement the guidelines for the DISD preservice Leadership Training Program.
2. Implement summer inservice workshop activities for 60 hours, focusing on high priority competencies and needs identified by practicing administrators and through the District program planning/budgeting process.
3. Offer a series of administrative training sessions, including at least 15 two-hour seminars during the 1975-1976 school year, focusing on high priority competencies and needs identified by practicing administrators and program managers through the District program planning/budgeting process.
4. Coordinate regular monthly inservice discussion sessions between the General Superintendent and administrative personnel focusing on current needs, concerns, and problems identified by administrative personnel.

5. Develop a set of recommended guidelines to be used in the DISD for establishing the 1975-1976 Management Academy as an integral part of the District inservice program beginning in the fall of 1976.

Beginning in the spring of 1975, the active planning and implementation of the Management Academy was initiated. In June of 1975, the position of Director - Management Academy became an official district assignment (See Appendices A and B). The job description included development and implementation of programs to achieve the proposed objectives. In addition, the General Superintendent established the program as a top priority in the DISD for 1975-1976 (See Appendix C) and pledged his full support. An open space facility for seminars and workshops was designated as the Management Academy. Funds for consultants, materials, and other expenses were made available through the departmental budget and a full time evaluator was assigned to the staff.

The new responsibilities of Director - Management Academy necessarily brought about the need to meet with a number of district staff personnel to begin establishing the program as an integral part of district operation. Communications with the General Superintendent, the Assistant Superintendent of Personnel Development, and various heads of departments became imperative in the identifying of needs and implementation of the program. Subsequently, an advisory subcommittee of the District professional organization, Dallas School

Administrators' Association (DSAA), was appointed to provide assistance in assessing needs, planning, developing, and implementing programs through the Management Academy (See Appendix D).

As a result of the responsibilities of the new assignment, the Director - Management Academy was asked to chair the administration/supervision sub-committee of the Dallas Teacher Center Council<sup>10</sup> (See Appendix E). The sub-committee served as an advisory council while assessing needs, planning and implementing the Management Academy activities. Representatives of this group also were included in the cooperatively planned preservice leadership training program.

In order to report clearly and effectively the results of this practicum, the major components of the Management Academy program (See Appendix F), which paralleled the objectives are presented in chapters as follows: Leadership Training Program, Summer Work Conference Programs, Seminars and Workshops, and Small Group Interaction Sessions with the General Superintendent. In addition, chapters on Evaluation, Summary and Conclusions, and Recommendations for the Future were developed.

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<sup>10</sup>Dallas Teacher Center Council—A cooperative advisory group consisting of personnel from the community, the District and eight universities, organized to enhance educational training programs in the public school setting.

### LEADERSHIP TRAINING PROGRAM

A preservice program known as the Leadership Training Program (LTP) has been in existence within the District since 1972. According to McIntyre, "For school districts interested in setting up a sound procedure for identifying, training, and selecting talent within the system, I advocate a procedure such as the one established in Dallas."<sup>11</sup> Prior to that time the program existed as the Administrative Intern Program. The change was made due to the prevailing District philosophy that we need to prepare leaders as well as train administrators. The distinction seems subtle, but significant in view of the definition of leadership as defined for the DISD.

The LTP is designed to meet educational challenges by providing the DISD with highly qualified personnel who have been trained to be leaders in today's changing society. Particular emphasis is placed on the fact that there are unique needs as a result of being in an urban setting.

In addition, it is recognized that change in the urban setting is inevitable. Therefore, it is an accepted fact that any existing program must be adapted as time changes. Consequently, the LTP was

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<sup>11</sup> McIntyre, Ken, "The Way It Was/Is," The National Elementary Principal, Vol. LIII, No. 5, July/August, 1974, p. 34.



in need of revamping. The felt need existed on the part of District officials to make changes in the overall program, since the entire process from selection of candidates to job related experiences was under scrutiny by District personnel. As a result, a concentrated effort was made to revise the total program.

The initial revision of the LTP guidelines was made during the spring of 1975. Basic changes consisted of updating the descriptive passage about the four phases of the program and assuring its compatibility with District policy. In addition, the forms used to evaluate applicants, interview applicants, assess intern preferences, and report intern progress were adapted so as to provide a maximum amount of objective data (See Appendix G for specific details of forms).

#### Criteria for Selection

The LTP was originated to supplement the preparation programs at the university level. It focuses on content areas as related to the urban setting of the DISD and provides for the recruiting, screening, evaluating, and promoting of potential administrative/supervisory personnel (See Appendix G, page 2, for additional details).

In order to be accepted into the LTP, applicants must meet the following requirements:

1. Master's Degree
2. Minimum of three years overall professional experience

3. Minimum of one year professional experience in the DISD
4. Professional certificate
5. Completion of certificate for leadership responsibility or intention to do so within one year of application to the LTP
6. A demonstrated capacity, desire, and willingness to change
7. Recommendation of principal
8. Past performance demonstrates potential for leadership
9. Commitment and dedication to public education

#### Program Description

Generally the program consists of four phases designed to provide a series of learning experiences unique to the setting of the DISD. Through participation in the program, personnel are able to explore various facets of the total educational program in an academic setting at the Management Academy facility and then complete their training with on-the-job experiences. At the same time the District is benefitted by developing a pool of qualified candidates to assume leadership roles as the need arises.

Phase I: Each fall, applications are accepted for the program and those meeting the criteria for selection are administered the commons version of the National Teacher's Exam (NTE) and the Administrators' and Supervisors' Exam (ASE) both published by the Educational Testing Service. Principals and/or supervisors of applicants are also asked to rate past performance and make a statement of recommendation.

The General Superintendent and his executive staff review the objective data on file as well as statements of recommendation. An initial screening takes place and those selected are invited to be interviewed by one of several committees of district leaders.<sup>12</sup> The recommendations of these committees are then referred to the General Superintendent for final selection (See Appendix G, page 5, for additional details).

Coordination of the recruiting, screening, and selecting of candidates for the spring 1975 and the spring 1976 LTP classes was accomplished each preceding fall by the Director - Management Academy. Activities consisted of processing applications and test data, coordinating interview screening sessions (See Appendix L for interview team schedule), and communicating appropriate data and information to applicants and to the DISD General Superintendent and his immediate staff. The number of applicants for 1975 and 1976 consisted of 120 and 80, respectively. Twenty-three participants were chosen the first year, and twenty-six the following year.

Phase II: During the months of February through May those persons selected for Phase II participate in a 45 clock hour classroom

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<sup>12</sup> Interview committees consist of five (5) members of the Dallas School Administrators Association (DSAA). Job function and level, ethnicity, and sex are considered in assimilating a diverse committee.

experience (15-three hour sessions) during after school hours. The content of the sessions varies from year to year according to current DISD conditions, and priorities. The sessions are administered and taught cooperatively with local university personnel. As a result, participants are allowed three hours of credit toward a degree and/or certification. Methodology consists of lectures, problem solving activities, group projects, and small group interaction (See Appendix G, page 5, for additional details).

The most significant revision of the guidelines affected the content of the Phase II curriculum. In cooperation with local university officials, adjustments were made in the program. However, even with this effort the 1975 class primarily consisted of 45 hours of orientation activities by District Department heads. As indicated in Table 1, such sessions were informative and acceptable to the participants (See Appendix M for the complete schedule).

Specifically, on eleven of the twelve response questions at least 95 percent of the participants were positive.<sup>13</sup> One question elicited an 85 percent positive response. Twenty-two (100 percent) indicated that their attitude about the LTP as a whole was very favorable.

However, as plans were being made for the 1976 class, it was realized by District officials that a number of critical leadership

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<sup>13</sup> Positive or favorable response: Defined for this report as any response of 4, 5, 6, or 7 on a seven point semantic differential scale with bipolar adjective pairs.

Table 1  
Leadership Training Program  
Phase II Participants' Responses  
Spring 1975

| *                    | Responses to Bipolar Adjective Pairs                                                                       |       |       |        |        |         |         | Total    |
|----------------------|------------------------------------------------------------------------------------------------------------|-------|-------|--------|--------|---------|---------|----------|
|                      | (-) 1                                                                                                      | 2     | 3     | 4      | 5      | 6       | (+) 7   |          |
| A                    | -                                                                                                          | -     | -     | 2(10%) | 3(14%) | 9(43%)  | 7(33%)  | 21(100%) |
| B                    | -                                                                                                          | -     | -     | 3(14%) | 8(36%) | 9(41%)  | 2(9%)   | 22(100%) |
| C                    | -                                                                                                          | -     | -     | 2(9%)  | 4(18%) | 4(18%)  | 12(55%) | 22(100%) |
| D                    | -                                                                                                          | -     | -     | 3(14%) | 7(32%) | 4(18%)  | 8(36%)  | 22(100%) |
| E                    | -                                                                                                          | -     | -     | 2(9%)  | 7(32%) | 10(45%) | 3(14%)  | 22(100%) |
| F                    | -                                                                                                          | -     | 1(5%) | 5(24%) | 3(14%) | 8(38%)  | 4(9%)   | 21(100%) |
| G                    | 1(5%)                                                                                                      | 1(5%) | 1(5%) | 6(27%) | 6(27%) | 6(27%)  | 1(5%)   | 22(100%) |
| H                    | -                                                                                                          | -     | -     | 1(5%)  | 6(27%) | 7(32%)  | 8(36%)  | 22(100%) |
| I                    | -                                                                                                          | -     | -     | 1(4%)  | 5(23%) | 5(23%)  | 11(50%) | 22(100%) |
| J                    | -                                                                                                          | -     | -     | 2(9%)  | 1(4%)  | 5(23%)  | 14(64%) | 22(100%) |
| K                    | -                                                                                                          | -     | -     | -      | 3(14%) | 8(36%)  | 11(50%) | 22(100%) |
| L                    | -                                                                                                          | -     | 1(5%) | -      | 3(14%) | 6(29%)  | 11(52%) | 21(100%) |
| *Response Statements |                                                                                                            |       |       |        |        |         |         |          |
| A                    | The amount of knowledge which I gained about leadership theory and leadership styles was:                  |       |       |        |        |         |         |          |
| B                    | The understanding I have of the "Operations" Department of the DISD is:                                    |       |       |        |        |         |         |          |
| C                    | The understanding I have of the role and function of the DISD <u>Personnel Relations</u> staff is:         |       |       |        |        |         |         |          |
| D                    | The understanding I have of the role and function of the DISD <u>Personnel Development</u> Department is:  |       |       |        |        |         |         |          |
| E                    | The understanding I have of the role and function of the DISD <u>Personnel Department</u> is:              |       |       |        |        |         |         |          |
| F                    | The knowledge I gained about the theory of Curriculum Development (Dr. McIntyre) is:                       |       |       |        |        |         |         |          |
| G                    | The understanding I have of the role and function of the DISD <u>Special Programs</u> Department is:       |       |       |        |        |         |         |          |
| H                    | The understanding I have of the role and function of the DISD <u>Instructional Services Department</u> is: |       |       |        |        |         |         |          |
| I                    | The understanding I have of the role and function of the school board is:                                  |       |       |        |        |         |         |          |
| J                    | The knowledge I gained from the simulated decision making sessions (Shady Acres In Basket) was:            |       |       |        |        |         |         |          |
| K                    | My attitude about the Leadership Training Program (Phase II) as a whole is:                                |       |       |        |        |         |         |          |
| L                    | In terms of content, this class was:                                                                       |       |       |        |        |         |         |          |



areas still had not been considered. Consequently, a revised program outline was developed which focused on upgrading the Phase II curriculum (See Appendix H for complete details). In order that applicants, the District administrative staff, and university personnel fully understand the intent of the program, a specific rationale was developed, goals specified, and expected outcomes outlined in full detail. This approach was acceptable to all parties concerned (See Appendices I, J, K).

The goals of the program were specified as threefold:

1. To provide opportunities in a class-type setting for participants to gain knowledge, skills, and understanding of the various leadership roles and competencies desired in the urban setting of DISD.
2. To provide participants with leadership skills designed to assist school staffs to develop competencies needed in urban schools.
3. To provide a pool of qualified persons to be considered for leadership positions in the DISD.

Expected outcomes were categorized into four general areas:

1. LTP orientation: Specifics in this area focus on understanding the guidelines, understanding the need for leadership skill development, and individual self assessment.
2. DISD orientation: Participants are expected to understand the DISD educational philosophy, gain knowledge about goals and

objectives and related district organization, learn operational policies and procedures, and understand the role and function of the board of education.

3. Leadership and Management emphasis: Concepts of management and leadership, diversity in an urban setting, leadership styles, and human relations are expected as direct or indirect learnings. In addition, activities are planned in the area of needs assessment, planning, and involvement in the decision-making process.

4. Instructional emphasis: Participants are expected to become aware of curriculum and instruction in the district and gain knowledge in general about tools necessary to provide leadership in the instructional program.

It should be noted that this document was designed only to serve as a guide for developing the Phase II curriculum each year. It is enabling in nature and not prescriptive in that it would not be possible to accomplish all of the expected outcomes during one 45 hour program.

The schedule for 1976 was organized to focus on specific leadership functions of preservice administrators in an urban school district. Instructors for the various sessions were obtained from area universities and departments within the district. In addition to limited

lecture or presentation of information, all sessions were designed to engage participants in discussion or group activity. The broad spectrum of content for the class is indicated in the response statements of Table 2 (See also Appendix N).

It is significant that at least 92 percent of the participants responded favorably to this training experience as related to the perception of knowledge gained. Also of note is the extremely high assessment of attitude about the program and equally supportive reaction to the combining of resources with the three universities.

Phase III: This component of the program occurs during a six week period of the summer for which participants are compensated for extra duty. Interns<sup>14</sup> are assigned to administer a summer school or work within a district central staff department during the morning hours. The performance during this assignment is evaluated by a supervising administrator. In the afternoon, orientation sessions are conducted by the various department heads in the district. The role of the Director - Management Academy is that of scheduling the orientation sessions and collecting evaluations of the internship experiences (See Appendix G, page 6, for additional details).

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<sup>14</sup>Interns—Persons in the LTP who are allowed to leave their regular assignment and serve in an administrative position under the direct supervision of another administrator.

Table 2  
Leadership Training Program  
Phase II Participants' Responses  
Spring 1976

| *                    | Responses to Bipolar Adjective Pairs                                                                                    |       |       |        |        |        |          | Total    |
|----------------------|-------------------------------------------------------------------------------------------------------------------------|-------|-------|--------|--------|--------|----------|----------|
|                      | (-)<br>1                                                                                                                | 2     | 3     | 4      | 5      | 6      | (+)<br>7 |          |
| A                    | -                                                                                                                       | -     | -     | 1(4%)  | 1(4%)  | 7(29%) | 15(63%)  | 24(100%) |
| B                    | -                                                                                                                       | -     | 1(4%) | -      | 2(8%)  | 9(36%) | 13(52%)  | 25(100%) |
| C                    | -                                                                                                                       | -     | -     | -      | 2(8%)  | 5(20%) | 18(72%)  | 25(100%) |
| D                    | -                                                                                                                       | 1(4%) | -     | 1(4%)  | 2(8%)  | 6(24%) | 15(60%)  | 25(100%) |
| E                    | -                                                                                                                       | -     | 2(8%) | -      | 3(12%) | 9(38%) | 10(42%)  | 24(100%) |
| F                    | -                                                                                                                       | -     | -     | 1(4%)  | 2(9%)  | 3(13%) | 17(74%)  | 23(100%) |
| G                    | -                                                                                                                       | -     | -     | 2(8%)  | 5(20%) | 6(24%) | 12(48%)  | 25(100%) |
| H                    | -                                                                                                                       | -     | -     | -      | 1(4%)  | 6(24%) | 18(72%)  | 25(100%) |
| I                    | -                                                                                                                       | -     | -     | -      | -      | 3(12%) | 22(88%)  | 25(100%) |
| J                    | -                                                                                                                       | -     | -     | 3(12%) | 8(33%) | 4(17%) | 9(38%)   | 24(100%) |
| K                    | -                                                                                                                       | -     | -     | -      | -      | 3(12%) | 22(88%)  | 25(100%) |
| L                    | -                                                                                                                       | -     | -     | -      | -      | 2(8%)  | 23(92%)  | 25(100%) |
| *Response Statements |                                                                                                                         |       |       |        |        |        |          |          |
| A                    | The orientation session to the LTP by Gene Davenport was:                                                               |       |       |        |        |        |          |          |
| B                    | The knowledge I gained as a result of the sessions on district goals and philosophies led by Dr. Pitts was:             |       |       |        |        |        |          |          |
| C                    | The insights I gained about leadership in an urban setting as a result of the session led by Gene Davenport was:        |       |       |        |        |        |          |          |
| D                    | The knowledge I gained about organizational structure and management as a result of the session led by Dr. Turner was:  |       |       |        |        |        |          |          |
| E                    | The knowledge I gained from the session on goal setting and planning led by Dr. Watson was:                             |       |       |        |        |        |          |          |
| F                    | The knowledge I gained from the session on instructional leadership by Dr. McFarland was:                               |       |       |        |        |        |          |          |
| G                    | The knowledge I gained from Dr. Denton and staff on research and profiling was:                                         |       |       |        |        |        |          |          |
| H                    | The knowledge I gained from the sessions on policy and decision making by Dr. Turner, Mr. Collins, and Mr. Ascough was: |       |       |        |        |        |          |          |
| I                    | The knowledge I gained from the session of humanizing education led by Dr. Estes was:                                   |       |       |        |        |        |          |          |
| J                    | My reactions to the testing phase of the LTP was:                                                                       |       |       |        |        |        |          |          |
| K                    | In general, my attitude about the LTP was:                                                                              |       |       |        |        |        |          |          |
| L                    | My reaction to the combining of resources of the DISD, TWU, NTSU, and ETSU was:                                         |       |       |        |        |        |          |          |

Phase IV: On-the-job training in a leadership position for the school year takes place after Phase III for some persons. Selected participants are assigned to a full time responsibility and encouraged to gain as many experiences as their schedule will allow. Each supervisor is asked to conference with his/her intern three times during the year and submit progress reports to the Director - Management Academy. Following the successful completion of the program, the participant will either be assigned a full time leadership position or will return to the classroom until such time that an appropriate vacancy occurs. However, it is possible that an individual will not receive an assignment. Participation in the program does not assure a person of an administrative position (See Appendix G, page 7, for additional details).

During 1975-1976, the role of ombudsman to the interns who were involved in doing on-the-job training became a responsibility of the Director - Management Academy. Interaction took place on a regular basis with a total of 33 interns and their supervisors. As a consequence, the need was realized for a set of guidelines to assist interns and supervisors in having the best possible on-the-job learning experiences. Subsequently, a Leadership Training Program--Phase IV Handbook was developed with input from interns and supervisors. Both were encouraged to use it as a reference to ensure a variety of learning activities. This handbook consisted of an introduction and



a number of recommended activities designed to provide a broad spectrum of experiences. In addition, responsibility was outlined for the intern, the supervising administrator, and the Director - Management Academy (See Appendix O for additional details).

Since persons in this program have definite professional aspirations it was felt that they should be given the opportunity to critique the overall effort. Table 3 shows the reactions of interns to eight specific questions about the experiences offered by the program (See also Appendix P).

Overall, at least 14 (82 percent) of the total respondents expressed positive reactions to each question about their on-the-job experiences. In addition, all persons returning the instrument felt to some degree that their LTP experiences had prepared them for future leadership assignments.

This particular phase of the LTP will continue to be evaluated in order to make it most productive and effective. District officials as well as participants consider the on-the-job training to be very important. The Leadership Training Program - Phase IV Handbook is expected to serve as a valuable resource for both interns and supervisors to provide for optimum professional growth experiences.

Table 3  
Leadership Training Program  
Phase IV Internship Participants' Responses  
1975-1976

| *                    | Responses to Bipolar Adjective Pairs                                                                                                  |       |        |        |        |        |         | Total    |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------|-------|--------|--------|--------|--------|---------|----------|
|                      | (-) 1                                                                                                                                 | 2     | 3      | 4      | 5      | 6      | (+) 7   |          |
| A                    | -                                                                                                                                     | -     | 3(18%) | 3(18%) | 3(18%) | 5(29%) | 3(17%)  | 17(100%) |
| B                    | -                                                                                                                                     | 1(6%) | 2(12%) | 2(12%) | 2(12%) | 7(41%) | 3(17%)  | 17(100%) |
| C                    | -                                                                                                                                     | 1(5%) | -      | 2(12%) | 2(12%) | 3(18%) | 9(53%)  | 17(100%) |
| D                    | -                                                                                                                                     | -     | -      | -      | 2(12%) | 7(41%) | 8(47%)  | 17(100%) |
| E                    | -                                                                                                                                     | -     | -      | 1(5%)  | 4(24%) | 3(18%) | 9(53%)  | 17(100%) |
| F                    | -                                                                                                                                     | -     | -      | -      | 1(6%)  | 6(35%) | 10(59%) | 17(100%) |
| G                    | -                                                                                                                                     | -     | -      | -      | 1(6%)  | 7(41%) | 9(53%)  | 17(100%) |
| H                    | 1(6%)                                                                                                                                 | -     | -      | 1(6%)  | 1(6%)  | 3(19%) | 10(63%) | 16(100%) |
| *Response Statements |                                                                                                                                       |       |        |        |        |        |         |          |
| A                    | The preparation I had in Phase II of the Leadership Training Program has prepared me for this internship, as follows:                 |       |        |        |        |        |         |          |
| B                    | The preparation I have received in my graduate studies in administration supervision have prepared me for this internship as follows: |       |        |        |        |        |         |          |
| C                    | The number of conferences and/or counseling sessions I have had with my supervisor/principal are:                                     |       |        |        |        |        |         |          |
| D                    | The opportunity I have had to use my own initiative and leadership style has been at a:                                               |       |        |        |        |        |         |          |
| E                    | The experiences I am receiving as a result of my internship are as follows:                                                           |       |        |        |        |        |         |          |
| F                    | The internship at this point has been a learning experience that has proven to be:                                                    |       |        |        |        |        |         |          |
| G                    | The experiences I have received through this internship have prepared me for future leadership assignments:                           |       |        |        |        |        |         |          |
| H                    | In general my attitude about Phase IV of the Leadership Training Program is:                                                          |       |        |        |        |        |         |          |

### SUMMER WORK CONFERENCES

One function of the Director - Management Academy became that of coordinating two summer work conferences for district administrators. The content focused on the needs and priorities as identified by District administrators as well as by the General Superintendent and his executive team staff. Final programs of activity were developed after optimum interaction with appropriate District personnel from various departments.

#### Pre-Vacation Administrators' Work Conference

The Director of the Management Academy assumed responsibility for coordinating the planning and implementation of a work conference on June 11-13, 1975. This role necessitated interaction with program managers of other major departments of the District in order to ensure that all programs had the appropriate portion of time on the schedule. In addition, logistical details had to be coordinated with the junior high school principal hosting the session to assure adequate meeting space and to provide for meals and refreshments.

The school year 1975-1976 was designated as the "year of instruction" in the DISD. Through the district budgeting/programming cycle, priority was given to instruction and the development of curriculum baseline documents to assist in the process. The expected

outcomes developed for this work conference (See Appendix Q for detailed program) reflected this emphasis. Using a professional honor code<sup>15</sup> the participants were encouraged to achieve the following:

1. Receive information about district organization and priority programs for the 1975-1976 school year.
2. Review and study the content and structure of the six baseline documents.
3. Initiate plans for utilizing the baseline documents during the 1975-1976 school year.
4. Suggest ways in which support personnel can best serve the schools to implement the baseline documents.
5. Receive information about the DISD Management Academy which will be implemented in 1975-1976.
6. Examine the role and function of the principal as the instructional leader.

In order to facilitate the accomplishment of these outcomes, a variety of learning experiences were provided. In addition to general sessions designed to motivate and stimulate thinking about the instructional program, small group sessions were developed whereby participants were involved in sessions led by instructional review teams.<sup>16</sup>

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<sup>15</sup> Attendance at the conference was required, yet personnel were expected to be accountable only to themselves for achievement of the expected outcomes. No direct monitoring of knowledge gained was attempted.

<sup>16</sup> Review team--Consisted of instructional specialists, master teachers, and principals, with a responsibility to provide leadership for development of a particular curriculum baseline document.

Sessions corresponded to the DISD baseline curriculum in the areas of mathematics, language arts, social sciences, creative arts, recreational arts, and science.

Participation in this conference was required for all building level administrators, principals, assistant principals, resource administrators, and interns. The total number of persons involved was approximately 270. The staff from each individual school was encouraged to attend sessions together in order to develop a common base of understanding.

As indicated in Table 4, the perception of those involved was that sufficient knowledge and information was gained. In addition, a generally supportive attitude toward the entire work conference was reported (See Appendix R for complete details).

Generally, the climate of the conference was one conducive to optimum learning about the instructional program of the DISD. On the six questions which reference the perception of knowledge or understanding gained, positive responses were indicated (i.e., a range of 59 percent - item E; to 97 percent - item F). Perhaps more important, however, is the fact that 97 percent of the participants expressed a supportive attitude about the conference and 98 percent indicated a positive response to the organization of the workshop.



Table 4  
Administrators' Work Conference  
Participants' Responses  
June 1975

| *                    | Responses to Bipolar Adjective Pairs                                                                                                  |         |         |         |         |         |          | Total     |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----------|-----------|
|                      | (-) 1                                                                                                                                 | 2       | 3       | 4       | 5       | 6       | (+) 7    |           |
| A                    | 2(1%)                                                                                                                                 | 14(5%)  | 10(4%)  | 40(15%) | 88(34%) | 77(30%) | 29(11%)  | 260(100%) |
| B                    | 6(2%)                                                                                                                                 | 13(5%)  | 29(11%) | 59(23%) | 78(30%) | 59(23%) | 16(6%)   | 260(100%) |
| C                    | 10(4%)                                                                                                                                | 26(10%) | 43(17%) | 60(23%) | 69(27%) | 38(15%) | 10(4%)   | 256(100%) |
| D                    | 5(2%)                                                                                                                                 | 10(4%)  | 36(14%) | 68(26%) | 79(31%) | 44(17%) | 16(6%)   | 258(100%) |
| E                    | 31(12%)                                                                                                                               | 38(15%) | 36(14%) | 73(28%) | 42(16%) | 27(11%) | 10(4%)   | 257(100%) |
| F                    | -                                                                                                                                     | 3(1%)   | 6(2%)   | 25(10%) | 49(19%) | 77(31%) | 93(37%)  | 253(100%) |
| G                    | -                                                                                                                                     | 2(1%)   | 4(2%)   | 12(5%)  | 67(25%) | 91(35%) | 83(32%)  | 259(100%) |
| H                    | -                                                                                                                                     | -       | 5(2%)   | 6(2%)   | 40(16%) | 91(36%) | 111(44%) | 253(100%) |
| *Response Statements |                                                                                                                                       |         |         |         |         |         |          |           |
| A                    | The amount of information I received regarding district organization and priority programs for the 1975-1976 school year.             |         |         |         |         |         |          |           |
| B                    | The extent to which I was able to review and study the content and structure of the six baseline documents.                           |         |         |         |         |         |          |           |
| C                    | The extent to which I was able to initiate plans for utilizing the baseline documents during the 1975-1976 school year.               |         |         |         |         |         |          |           |
| D                    | The extent to which I was able to suggest ways in which support personnel can best serve the schools to implement baseline documents. |         |         |         |         |         |          |           |
| E                    | The understanding I have of the DISD Management Academy for 1975-1976.                                                                |         |         |         |         |         |          |           |
| F                    | The understanding I have of the role of the principal as instructional leader.                                                        |         |         |         |         |         |          |           |
| G                    | My attitude about this workshop as a whole can be described as follows:                                                               |         |         |         |         |         |          |           |
| H                    | In terms of organization, this workshop was:                                                                                          |         |         |         |         |         |          |           |

### Pre-School Administrators' Work Conference

The Director of the Management Academy also assumed responsibility for coordinating the planning and implementation of the work conference on July 22-28, 1975. This role also necessitated interaction with program managers of other major departments of the DISD in order to ensure that all programs had the appropriate portion of time

on the schedule. In addition, logistical details had to be coordinated with the high school principal hosting the session to assure adequate meeting space and to provide for meals and refreshments.

In order to adequately equip local building administrators with information needed to begin a new school year, this work conference focused on dissemination of knowledge. It became known as the "nuts and bolts" work shop.

The expected outcomes of this conference as outlined in the official program (See Appendix S) centered primarily on the formulation of an understanding of DISD organization and the goals of 1975-1976. In addition, specific information pertinent to the opening of schools was presented. As in the June work conference, administrators were required to attend with participation depending on a professional honor code.

The participants were encouraged to achieve the following:

1. Receive and discuss information about the "benchmarks of Quality for the 80's."<sup>17</sup>
2. Receive and discuss information about the results of the DISD study of instruction conducted by Dr. Francis Chase.
3. Become involved in activities designed to enable the principal to leave the conference with specific activities and strategies for

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<sup>17</sup> DISD organizational handbook for 1975-1976, containing departmental organization, goals and objectives, and budget information.

planning, organizing, and implementing the intent of the baseline curriculum.

4. Receive specific and useful information necessary to manage a local school program through the following required sessions:

- a. New Policies/New Legislation/Organization Handbook
- b. Disciplinary Procedures
- c. Bilingual Education/Affirmative Action
- d. Plan A
- e. Shared Decision Making
- f. Fiscal Procedures

5. Participate on a needs basis in a series of optional activities designed to provide information about various aspects of program management.

In order to deliver the program in a creative manner, various types of sessions were used. Participants were grouped depending upon the focus of the sessions, by grade level and geographic area, according to instructional leadership teams, and high school cluster groups. In addition, large group motivational sessions were scheduled and a battery of options were scheduled during the last day of the conference.

Participation in the conference was required for most DISD administrators—all at the building level and selected central staff.

The total number of participants was approximately 400. As indicated in Table 5, the perception of the persons involved was that sufficient knowledge and information was gained to begin the school year (See Appendix T for additional details).

Generally, the majority of the participants expressed feelings of acceptance on the various expected outcomes of the program. On the ten content questions which referenced knowledge gained, at least 90 percent of the participants noted a positive response (i.e., a range of 90 percent—items A and Dc to 98 percent—item Da). Perhaps more important however, is the fact that 99 percent of the participants had a supportive attitude about the conference and indicated an appreciation for the organizational detail of the work conference.

Since both summer work conferences focused on information needed to effectively begin the new school year, district administrators participated enthusiastically. It appears that such conferences were valuable inservice experiences for those involved.

Table 5  
Administrators' Work Conference  
Participants' Responses  
July 1975

| ★   | (-)                                                                                                                                                                                                                                        | Responses to Bipolar Adjective Pairs |        |         |         |          |          | (+)       | Total |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------|---------|---------|----------|----------|-----------|-------|
|     | 1                                                                                                                                                                                                                                          | 2                                    | 3      | 4       | 5       | 6        | 7        |           |       |
| A   | 2(1%)                                                                                                                                                                                                                                      | 9(3%)                                | 16(6%) | 43(15%) | 70(24%) | 118(41%) | 28(10%)  | 286(100%) |       |
| B   | -                                                                                                                                                                                                                                          | 6(2%)                                | 16(6%) | 38(13%) | 87(30%) | 94(33%)  | 45(16%)  | 286(100%) |       |
| C   | 1(0%)                                                                                                                                                                                                                                      | 3(1%)                                | 7(2%)  | 29(10%) | 85(30%) | 117(41%) | 45(16%)  | 287(100%) |       |
| D a | -                                                                                                                                                                                                                                          | -                                    | 5(2%)  | 31(11%) | 86(30%) | 109(39%) | 51(18%)  | 282(100%) |       |
| b   | 1(0%)                                                                                                                                                                                                                                      | 6(2%)                                | 15(6%) | 26(10%) | 80(29%) | 104(38%) | 40(15%)  | 272(100%) |       |
| c   | 4(1%)                                                                                                                                                                                                                                      | 5(2%)                                | 19(7%) | 46(17%) | 88(33%) | 78(29%)  | 30(11%)  | 270(100%) |       |
| d   | 3(1%)                                                                                                                                                                                                                                      | 3(1%)                                | 16(6%) | 48(18%) | 86(32%) | 85(32%)  | 26(10%)  | 266(100%) |       |
| e   | -                                                                                                                                                                                                                                          | 2(1%)                                | 8(3%)  | 41(15%) | 84(30%) | 105(38%) | 35(13%)  | 275(100%) |       |
| f   | 1(0%)                                                                                                                                                                                                                                      | 3(1%)                                | 13(5%) | 31(11%) | 97(36%) | 92(34%)  | 34(13%)  | 271(100%) |       |
| E   | -                                                                                                                                                                                                                                          | 2(1%)                                | 5(2%)  | 21(7%)  | 65(24%) | 112(41%) | 70(25%)  | 275(100%) |       |
| F   | -                                                                                                                                                                                                                                          | -                                    | 2(1%)  | 13(5%)  | 50(18%) | 104(37%) | 107(39%) | 276(100%) |       |
| G   | 1(0%)                                                                                                                                                                                                                                      | -                                    | 4(1%)  | 10(4%)  | 14(5%)  | 96(34%)  | 157(56%) | 282(100%) |       |
|     | *Response Statements                                                                                                                                                                                                                       |                                      |        |         |         |          |          |           |       |
| A   | The information I received regarding the "Benchworks of Quality for the '80's" was:                                                                                                                                                        |                                      |        |         |         |          |          |           |       |
| B   | The information I received about the results of the DISD study of instruction was:                                                                                                                                                         |                                      |        |         |         |          |          |           |       |
| C   | The extent to which I became involved in activities designed to enable the principal to leave the conference with specific activities and strategies for planning, organizing, and implementing the intent of the baseline curriculum was: |                                      |        |         |         |          |          |           |       |
| D   | The extent to which I received specific and useful information through the following required sessions was:                                                                                                                                |                                      |        |         |         |          |          |           |       |
| a   | New Policies/New Legislation/Organization Handbook                                                                                                                                                                                         |                                      |        |         |         |          |          |           |       |
| b   | Disciplinary Procedures                                                                                                                                                                                                                    |                                      |        |         |         |          |          |           |       |
| c   | Bilingual Education/Affirmative Action                                                                                                                                                                                                     |                                      |        |         |         |          |          |           |       |
| d   | Plan A                                                                                                                                                                                                                                     |                                      |        |         |         |          |          |           |       |
| e   | Shared Decision Making                                                                                                                                                                                                                     |                                      |        |         |         |          |          |           |       |
| f   | Fiscal Procedures                                                                                                                                                                                                                          |                                      |        |         |         |          |          |           |       |
| E   | The information which I gained from the series of optional activities was:                                                                                                                                                                 |                                      |        |         |         |          |          |           |       |
| F   | My attitude about this workshop as a whole can be described as follows:                                                                                                                                                                    |                                      |        |         |         |          |          |           |       |
| G   | In terms of organization, this workshop was:                                                                                                                                                                                               |                                      |        |         |         |          |          |           |       |



## SEMINARS AND WORKSHOPS

In June of 1975, a discrepancy needs assessment instrument<sup>18</sup> was administered to the participants. The results were used to determine the principals' perceived needs in order that priorities for professional growth workshops and seminars during the 1975-76 school year might be established. Each administrator was asked to review 14 descriptions of competency and to make a self assessment. Categories and specific competencies are listed in Table 6. Each then indicated his/her current level of performance and determined the desired level of performance using a scale of 1 to 5. The mean of all responses to each item was figured and rank determined for current level and desired level (See Table 6 and Appendix X and Y).

In order to establish priorities for seminars and workshops, the competency descriptions having the highest rating of desired level were used. The top seven statements were arbitrarily selected as a basis for initiating the schedule of seminars and workshops. The rank and descriptions are listed as follows:

- 1.5        INSTRUCTION: Student/Teacher Performance—The ability to collect, organize, analyze, and interpret data concerning the performance of students and teachers.

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<sup>18</sup>This instrument was developed with the assistance of personnel in the DISD planning office. It is similar in format to other instruments used to assess needs in other DISD programs (See Appendix W).

Table 6  
Needs Assessment Results  
Current Level and Desired Level  
Means and Ranks  
Summer 1975

| Dimensions of Leadership                                                                                           | CL   | CLR | Totals<br>DL | DLR |
|--------------------------------------------------------------------------------------------------------------------|------|-----|--------------|-----|
| I. Management and Organization                                                                                     |      |     |              |     |
| A. Planning & Organization                                                                                         | 3.67 | 6   | 4.32         | 5   |
| B. Management & Delegation                                                                                         | 3.56 | 8.5 | 4.30         | 6   |
| II. Communications                                                                                                 |      |     |              |     |
| A. Written Communication Skills                                                                                    | 3.50 | 11  | 4.21         | 11  |
| B. Oral Communication Skills                                                                                       | 3.54 | 10  | 4.37         | 3   |
| III. Problem Solving                                                                                               |      |     |              |     |
| A. Problem Analysis                                                                                                | 3.56 | 8.5 | 4.28         | 7   |
| B. Political Analysis                                                                                              | 3.47 | 12  | 4.34         | 4   |
| IV. Task Oriented (Alone)                                                                                          |      |     |              |     |
| A. Tenacity & Initiative                                                                                           | 3.89 | 3   | 4.18         | 13  |
| B. Stress Tolerance & Energy                                                                                       | 3.93 | 2   | 4.23         | 9   |
| V. Task Oriented (With Others)                                                                                     |      |     |              |     |
| A. Group & Individual Leadership                                                                                   | 3.62 | 7   | 4.26         | 8   |
| B. Adapt. & Decisiveness                                                                                           | 3.73 | 5   | 4.22         | 10  |
| VI. Non-Task Oriented                                                                                              |      |     |              |     |
| A. Impact & Flexibility                                                                                            | 3.86 | 4   | 4.20         | 12  |
| B. Perceptiveness & Empathy                                                                                        | 3.96 | 1   | 4.13         | 14  |
| VII. Instruction                                                                                                   |      |     |              |     |
| A. Student/Teacher Perf.                                                                                           | 3.44 | 13  | 4.57         | 1.5 |
| B. Curr. & Instruction                                                                                             | 3.33 | 14  | 4.57         | 1.5 |
| Code: CL - Current Level Means    CLR - Current Level Rank<br>DL - Desired Level Means    DLR - Desired Level Rank |      |     |              |     |

- 1.5      INSTRUCTION: Curriculum/Instruction—Possesses the knowledge of curriculum and overall instructional program and possesses ability to orchestrate the total learning environment to provide an optimum teaching/learning situation.
- 3      COMMUNICATIONS: Oral Communication Skills—The ability to respond to questions in public, think clearly on one's feet,

think behind questions, be articulate in defense of programs, define missions, explain complex issues, deal with a problem in public without preparation, and relate to all levels of audiences.

- 4        PROBLEM SOLVING: Political Analysis—The ability to perceive critical features of the environment such as power structure, principal players, special interests of individuals and groups; to be aware of constraints on ability to function; to formulate alternatives for action and bases for compromise that reflect realistic expectations, i.e., a sense of what is do-able.
- 5        MANAGEMENT AND ORGANIZATION: Planning and Organization—Effectiveness in planning and organizing own activities and those of staff.
- 6        MANAGEMENT AND ORGANIZATION: Management and Delegation—The appreciation of needs for controls and the ability to maintain controls and the ability to effectively use subordinates, colleagues and superiors in decision making and task accomplishment.
- 7        PROBLEM SOLVING: Problem Analysis—The ability to read or listen and pick out critical information or issues underlying the material; to seek out pertinent data; to weigh alternatives and their consequences.

#### Core Curriculum for Principals

As a consequence of the principals' perceived need to focus on their instructional leadership role and the district priority on

instruction, a required "core" curriculum of 18 hours was planned and implemented.

Using the consulting assistance of Dr. Ken McIntyre, a nationally known trainer of principals from the University of Texas, six three-hour sessions were scheduled as reflected in Table 7. Principals were scheduled in groups of 40 to 50 in order to maximize the opportunity for interaction. Using such a schedule, all principals were able to participate in a given seminar in a two day time period by planning four sessions—morning and afternoon on each of two days (See Appendix U).

Table 7  
Core Curriculum  
for Principals  
1975-1976

| Dates          | Activities                                                                                                                     |
|----------------|--------------------------------------------------------------------------------------------------------------------------------|
| October 14-15  | Direction Setting (Stating of philosophy, goals, and objectives; planning curriculum and instructional program)                |
| November 4-5   | Evaluating Personnel (Assessing performance for (a) formative and (b) summative purposes)                                      |
| December 3-4   | Profiling (Interpretation of standardized test data and use of results)                                                        |
| January 27-28  | Conferencing with Teachers (Meeting with individual teachers to assist in the improvement of instruction)                      |
| February 17-18 | Planning In-Service Programs (Systematically planning improvement programs for groups of teachers at the local building level) |
| March 16-17    | Involving People in Decision Making (Getting teachers, parents, and community representatives productively involved)           |

Leadership for the core sessions was provided by several resource persons. The DISD Director - Development Project Evaluation led the session on "profiling," the DISD Director - Personnel Relations led the session on "involving people in the decision making process," and Dr. Ken McIntyre led the remaining four sessions which focused on evaluation of teachers and assistance with professional growth (See Appendix V for additional detail about purposes).

According to the self report information from the principals, this component of the Management Academy was perceived to be very productive. In summary form, the data in Table 8 indicates positive responses by participants to questions about the six core sessions.

Table 8  
Inservice Seminars and Workshops  
Summary of Participants' Responses  
Core Curriculum  
1975-1976

| Topic                                                                                                                                     | Percent Positive Response* |          |              |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|--------------|
|                                                                                                                                           | Information                | Attitude | Organization |
| Direction Setting                                                                                                                         | 95%                        | 90%      | 97%          |
| Evaluation                                                                                                                                | 95%                        | 95%      | 95%          |
| Conferencing With Teachers                                                                                                                | 96%                        | 88%      | 95%          |
| Profiling                                                                                                                                 | 96%/92% **                 | 95%      | 99%          |
| Inservice Planning                                                                                                                        | 97%/96%                    | 92%      | 97%          |
| Shared Decision Making                                                                                                                    | 97%/99%                    | ***      | 99%          |
| * Positive response - Defined as any response of 4, 5, 6, or 7 on a seven point semantic differential scale with bipolar adjective pairs. |                            |          |              |
| ** Two questions about knowledge or information gained.                                                                                   |                            |          |              |
| *** No questions on evaluation form related to this category.                                                                             |                            |          |              |



Specifically, at least 95 percent of the participants perceived that there was an information or knowledge gain as a consequence of being involved in each of the core sessions. In addition, at least 88 percent and 95 percent favorable responses regarding their attitude about the seminars and the organizational detail, respectively.

#### Optional Sessions for Principals

In addition to participating in the core curriculum during the 1975-1976 school year, each principal chose from a variety of options and participated in 12 clock hours<sup>19</sup> of professional growth activities.

Activities are scheduled using the previously mentioned needs assessment results as a guide (See Table 6 and Appendices AA and BB). The number of optional sessions in the priority categories was as follows: (a) Instruction—8; (b) Communications—3; (c) Problem Solving—3; (d) Management and Organization—5. The total of 19 sessions were scheduled as options for principals in the format of eight seminars, five swap-shops, and six film/discussions. Sessions varied in length from two hours to 24 hours (six four-hour meetings).

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<sup>19</sup> The original plans specified 18 hours. However, due to unforeseen delays in scheduling this component of the program, the number of hours was reduced to 12 for 1975-1976.

An effort was made to provide the best qualified leadership available for all seminars and workshops. Care was exercised to select persons who had proven abilities to work with principals in small group settings. As a result, seminars were conducted by local District personnel, independent consultants, as well as local college professors; swap-shops were conducted by principals; and film discussion sessions were led by the Director - Management Academy.

Optional activities available were printed and distributed in a booklet (See Appendix AA) which contained details necessary to make selections and register. Each session included such information as title, synopsis, expected outcomes, instructor, size of group, time/date, credit allowed, and meeting location. Principals were instructed to make their choices and call the Management Academy to register for 12 hours of involvement.

Seminars: Five major seminars were scheduled for principals with authorities in the given areas serving as resource persons. Even though all sessions had a defineable knowledge base necessitating a formal presentation, the leader in each case also planned for discussion or small group involvement. A total of 156 principals participated in at least one of the sessions on speaking dynamics, communications and human relations, bilingual education, profiling, and political analysis.

A self report response instrument was given to all participants at the close of each session. An effort was made to gather their responses to the information presented in the session, their feelings about the organization of the session, as well as their overall attitude about the session. Table 9 reflects a summary of such responses about the five seminars.

Table 9  
Optional Sessions-Seminars  
Summary of Participants' Responses  
1975-1976

| Topic                                                                                                                                     | Percent Positive Response* |          |              |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|--------------|
|                                                                                                                                           | Information                | Attitude | Organization |
| Speaking Dynamics                                                                                                                         | 100%/100% *                | 100%     | ***          |
| Communications and Human Relations                                                                                                        | 100%/100%                  | ***      | 100%         |
| Bilingual Education                                                                                                                       | 86%/88%                    | ***      | 91%          |
| Profiling (In depth)                                                                                                                      | 95%/100%                   | 100%     | 100%         |
| Political Analysis                                                                                                                        | 97%/100%                   | ***      | 100%         |
| * Positive response - Defined as any response of 4, 5, 6, or 7 on a seven point semantic differential scale with bipolar adjective pairs. |                            |          |              |
| ** Two questions about knowledge or information gained.                                                                                   |                            |          |              |
| *** No questions on evaluation form related to this category.                                                                             |                            |          |              |

Responses about the seminars were extremely positive. Consequently, it is assumed that these activities were meeting needs of the participants. It should be noted, however, that the responses to the bilingual education session were somewhat lower than the others. In actuality, the principals were in attendance not as an option but because they were assigned to schools with a new bilingual program.

Therefore, the required nature of this session likely influenced a less positive response than did the other seminars.

Swap-shops: Five swap-shops were scheduled whereby principals could meet in small groups to share ideas and techniques on a given topic. In each case, one principal volunteered or was asked to serve as group chairperson. Each group was able to set its own agenda and pursue the expected outcomes as the members saw fit. A total of 199 principals participated in at least one of the sessions on community involvement, teacher evaluation, interviewing prospective teachers, concepts of discipline, and techniques of instructional leadership.

A self report response instrument was given to all participants at the close of each session. An effort was made to gather responses about information shared and gained in the session, the reaction to the swap-shop organization, as well as their overall attitude about such an approach to professional growth. Table 10 reflects a summary of such responses about the five swap-shops.

Responses to the swap-shops were extremely positive. At least 85 percent of all participants expressed support of this approach to professional growth. As a consequence, swap-shops will likely continue as a viable option in the DISD Management Academy.

Table 10  
Optional Sessions-Swap Shops  
Summary of Participants' Responses  
1975-1976

| Topic                                                                                                                                     | Percent Positive Response* |          |              |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|--------------|
|                                                                                                                                           | Information                | Attitude | Organization |
| Community Involvement                                                                                                                     | 100%/100%                  | 100%     | 100%         |
| Teacher Evaluation                                                                                                                        | 100%/100%                  | 100%     | 94%          |
| Interviewing Prospective Teachers                                                                                                         | 93%/93%                    | ***      | 100%         |
| Concepts of Discipline                                                                                                                    | 100%/100%                  | 100%     | 93%          |
| Techniques of Instructional Leadership                                                                                                    | 85%/85%                    | 100%     | 85%          |
| * Positive response - Defined as any response of 4, 5, 6, or 7 on a seven point semantic differential scale with bipolar adjective pairs. |                            |          |              |
| ** Two questions about knowledge or information gained.                                                                                   |                            |          |              |
| *** No questions on evaluation form related to this category.                                                                             |                            |          |              |

Film/Discussions: Six film/discussion sessions were scheduled. Since film screening and session planning were necessary, the Director - Management Academy assumed the leadership role for these sessions. The films served as a catalyst for positive interaction and sharing of ideas on the part of the principals. The Director - Management Academy, in effect, became the facilitator of the group discussions centering participants' attention on the given topic.

A total of 118 principals selected this approach as part of their professional growth plan. Film/discussion topics included the discipline interview, rewards of rewarding, problem solving, communicating with a group, writing letters that get results, and the correct way of correcting.



A self report response was given to the participants in each session. Responses about the information gained as well as their overall attitude to the session were determined. Table 11 reflects a summary of the responses about the six sessions.

Table 11  
Optional Sessions-Film/Discussions  
Summary of Participants' Responses  
1975-1976

| Topic                                                                                                                                  | Percent Positive Response* |          |              |
|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------|----------|--------------|
|                                                                                                                                        | Information                | Attitude | Organization |
| Discipline Interview                                                                                                                   | 84% 89% **                 | 88%      | ***          |
| Rewards of Rewarding                                                                                                                   | 100%/94%                   | 94%      | ***          |
| Problem Solving                                                                                                                        | 95%/85%                    | 95%      | ***          |
| Communicating With a Group                                                                                                             | 100%/85%                   | 93%      | ***          |
| Writing Letters That Get Results                                                                                                       | 100%/100%                  | 87%      | ***          |
| Correct Way of Correcting                                                                                                              | 100%/100%                  | 100%     | ***          |
| * Positive response - Defined as any response 4, 5, 6, or 7 on a seven point semantic differential scale with bipolar adjective pairs. |                            |          |              |
| ** Two questions were used about knowledge or information gained.                                                                      |                            |          |              |
| *** No questions on evaluation form related to this category.                                                                          |                            |          |              |

Responses about information gained and participants' overall attitude were very positive. At least 84 percent of the principals involved indicated a favorable response to all questions in the instrument. Films and the accompanying discussion are a viable approach to meeting professional growth needs as perceived by principals.

### Core Curriculum for Assistant Principals<sup>20</sup>

As a result of programs being implemented for principals, the assistant principals through the DISD Assistant Superintendents in charge of school operations suggested that Management Academy programs be developed for the 125 assistant principals in the District. As a result, four three-hour sessions were scheduled (See Appendix CC), the first of which consisted of interaction with the General Superintendent. One outcome of this session was the identification of concerns and problems related to school operations from the point of view of assistant principals.

Topics of interest and concern were identified and required "core" sessions were scheduled during the spring of 1976 in the areas of discipline, working with teachers, and time management. As an alternative, Deans of Instruction were scheduled into a session on "profiling student test scores." Unfortunately, this plan was interrupted<sup>21</sup> on two occasions and it was not possible to reschedule the activities relating to time management and working with teachers.

Evaluations of the completed sessions revealed a strong desire on the part of assistant principals to receive inservice training

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<sup>20</sup> Personnel in the DISD who serve in an assistant capacity at the local school level—assistant principals, deans of instruction, interns, and resource administrators.

<sup>21</sup> Desegregation court orders were followed by directions from the General Superintendent for all personnel to remain on duty in the schools.

through the Management Academy. As indicated in Tables 12 and 13, the response by participants was very positive (See also Appendix DD).

Table 12  
Assistant Principals - Discipline Seminar  
Participants' Responses  
1975-1976

| * | (-)                                                                                 | Responses to Bipolar Adjective Pairs |       |       |         |         |         | (+)      | Total |
|---|-------------------------------------------------------------------------------------|--------------------------------------|-------|-------|---------|---------|---------|----------|-------|
|   | 1                                                                                   | 2                                    | 3     | 4     | 5       | 6       | 7       |          |       |
| A | 1(1%)                                                                               | -                                    | -     | 1(1%) | 5(5%)   | 54(59%) | 30(34%) | 91(100%) |       |
| B | -                                                                                   | 2(2%)                                | 4(4%) | 3(3%) | 21(23%) | 47(52%) | 14(16%) | 91(100%) |       |
| C | 1(1%)                                                                               | -                                    | 1(1%) | 1(1%) | 10(12%) | 26(30%) | 47(55%) | 86(100%) |       |
| D | 1(1%)                                                                               | 1(1%)                                | -     | 2(2%) | 9(10%)  | 28(31%) | 50(55%) | 91(100%) |       |
|   | *Response Statements                                                                |                                      |       |       |         |         |         |          |       |
| A | The information received in the sharing of successful strategies and practices was: |                                      |       |       |         |         |         |          |       |
| B | The information I gained from the discussion on discipline was:                     |                                      |       |       |         |         |         |          |       |
| C | In general, my attitude about today's activities can be described as follows:       |                                      |       |       |         |         |         |          |       |
| D | In terms of organization, the activities today were:                                |                                      |       |       |         |         |         |          |       |

Table 13  
Deans of Instruction - Profiling Seminar  
Participants' Responses  
1975-1976

| *                    | (-)                                                                                                            | Responses to Bipolar Adjective Pairs |   |       |         |         |         | (+)      | Total |
|----------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------|---|-------|---------|---------|---------|----------|-------|
|                      | 1                                                                                                              | 2                                    | 3 | 4     | 5       | 6       | 7       |          |       |
| A                    | -                                                                                                              | -                                    | - | 2(9%) | 9(39%)  | 9(39%)  | 3(13%)  | 23(100%) |       |
| B                    | -                                                                                                              | -                                    | - | 2(9%) | 9(35%)  | 10(43%) | 2(9%)   | 23(100%) |       |
| C                    | -                                                                                                              | -                                    | - | -     | 16(27%) | 10(43%) | 7(30%)  | 23(100%) |       |
| D                    | -                                                                                                              | -                                    | - | -     | 4(17%)  | 9(39%)  | 10(43%) | 23(100%) |       |
| *Response Statements |                                                                                                                |                                      |   |       |         |         |         |          |       |
| A                    | The information about the interpretation of standardized test data has made my understanding of this material: |                                      |   |       |         |         |         |          |       |
| B                    | The information I gained for the use of the results from the standardized test data was:                       |                                      |   |       |         |         |         |          |       |
| C                    | In general, my attitude about today's activities can be described as follows:                                  |                                      |   |       |         |         |         |          |       |
| D                    | In terms of organization, the activities today were:                                                           |                                      |   |       |         |         |         |          |       |

In particular, 94 percent of the 91 assistant principals perceived that sufficient information was given to make the session on discipline worthwhile. Also, 99 percent responded favorably to the sharing of successful strategies and practices used by assistant principals in carrying out their daily responsibilities.

Deans of Instruction (23 in attendance) responded 100 percent that they gained a sufficient amount of information about how to use the results of standardized test scores and about how to interpret test data. In fact, this group had no negative response on any question about this session. Written comments as well as oral comments from both these groups suggest an extremely accepting attitude toward inservice activities.

### Conclusions

Self report information by principals and assistant principals indicated a very favorable response to all aspects of the core and optional curriculum. Principals commented both verbally and in writing that they appreciated the opportunity to grow professionally in areas of their own choosing. One specific conclusion recorded in the DISD evaluation report<sup>22</sup> of the Management Academy was, "The participants felt that the District definitely made an important contribution by sponsoring this type of training for administrators and that it was long overdue."

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<sup>22</sup> Final Evaluation of The Management Academy Workshops 1975-1976, Research Report #76-903, contains evaluation information about core and optional seminars.

### SMALL GROUP INTERACTION SESSIONS WITH THE GENERAL SUPERINTENDENT

In Dallas it is viewed as important that principals have an opportunity to meet "face-to-face" with the General Superintendent and an executive team member. Such interaction is considered an important aspect of professional growth for principals. In order to establish a continuing program for this type interaction, a system was developed whereby principals could meet together for cluster<sup>23</sup> breakfast sessions on a regular basis (See Table 14 and Appendix EE). The purpose of the meetings was to focus on current needs, concerns, and problems in an effort to provide immediate attention as needed.

Responsibilities for implementing this component of the Management Academy are outlined below and a sample schedule is reflected in Table 14.

#### Responsibilities

Executive Team Member:

1. Select a date (at least one before the Winter Vacation) which is clear on the calendars of the General Superintendent, the cluster High School Principal, and Director - Management Academy.

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<sup>23</sup> A cluster is defined as the high school, junior high schools, and elementary schools in a given community of the DISD.



Table 14  
Interaction Sessions  
Schedule  
1975-1976

| Date              | Cluster          | Executive Team Member |
|-------------------|------------------|-----------------------|
| November 3, 1975  | Sunset           | Moffett               |
| November 5, 1975  | Thomas Jefferson | Wells                 |
| November 7, 1975  | Hillcrest        | Allen                 |
| November 12, 1975 | Bryan Adams      | Pearson               |
| November 18, 1975 | Kimball          | Pitts                 |
| November 19, 1975 | North Dallas     | Gallegos              |
| November 20, 1975 | Skyline          | Stamps                |
| November 26, 1975 | Samuell          | Niedecken             |
| December 1, 1975  | Woodrow Wilson   | Ascough               |
| December 2, 1975  | Carter           | Reid                  |
| December 3, 1975  | South Oak Cliff  | Fridia                |
| December 4, 1975  | W. T. White      | Santillo              |
| December 10, 1975 | Lincoln          | Webster               |
| December 11, 1975 | Spruce           | Barton                |
| December 12, 1975 | Roosevelt        | Cotton                |
| January 19, 1976  | Pinkston         | Estes (Davenport)     |
| January 19, 1976  | Adamson          | Estes (Davenport)     |

2. Make arrangements with the High School Principal to schedule the meeting. (Possible options: Breakfast or lunch at restaurant; lunch at high school home economic lab; morning/afternoon/evening coffee and cookies meeting.)

3. Establish a procedure with the High School Principal to inform all cluster school principals.

4. Be responsible for following through on any action items which arise in the meeting.

Director - Management Academy:

1. Record any significant discussion or points of interest at the meeting. Summarize the information and submit a copy of the notes to the "liaison" executive team member to be shared with all executive team members (See Appendix FF for sample notes).

2. Assist the Executive Team member to channel appropriate items to the Operations, Development, or Management Councils. (It may be possible to refer some items directly to an Executive Team member or Program Manager for action.)

High School Principal:

1. Communicate with the Executive Team member to coordinate the logistics of scheduling the meetings.

2. Serve as host for the meeting.

As indicated in Table 15, participants perceived this type of direct interaction with the General Superintendent to be very important (See Appendix GG for complete evaluation results).

Table 15  
Interaction Sessions  
Participants' Responses  
1975-1976

| *                    | (-)                                                                                                                                             |       | Responses to Bipolar Adjective Pairs |        |         |         | (+) 7   |           |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------|--------|---------|---------|---------|-----------|
|                      | 1                                                                                                                                               | 2     | 3                                    | 4      | 5       | 6       | 7       | Total     |
| A                    | -                                                                                                                                               | 8(6%) | 5(4%)                                | 8(6%)  | 13(10%) | 43(32%) | 56(42%) | 133(100%) |
| B                    | -                                                                                                                                               | 3(2%) | 4(3%)                                | 7(5%)  | 15(11%) | 36(26%) | 73(53%) | 138(100%) |
| C                    | 2(1%)                                                                                                                                           | 8(6%) | 6(4%)                                | 11(8%) | 13(9%)  | 44(32%) | 55(40%) | 139(100%) |
| D                    | 2(1%)                                                                                                                                           | 2(1%) | 3(2%)                                | 3(2%)  | 16(12%) | 38(28%) | 71(54%) | 135(100%) |
| E                    | 2(1%)                                                                                                                                           | 2(1%) | 8(6%)                                | 7(5%)  | 20(15%) | 39(29%) | 59(43%) | 136(100%) |
| *Response Statements |                                                                                                                                                 |       |                                      |        |         |         |         |           |
| A                    | The purpose of the Cluster breakfast meetings with the General Superintendent was made:                                                         |       |                                      |        |         |         |         |           |
| B                    | In my opinion the "face-to-face" Cluster breakfast meetings with the General Superintendent are:                                                |       |                                      |        |         |         |         |           |
| C                    | The knowledge/information gained at the Cluster breakfast meetings about current needs, concerns, and problems of Cluster principals is:        |       |                                      |        |         |         |         |           |
| D                    | My attitude about the opportunity to meet with fellow principals and the General Superintendent on a Cluster basis can be described as follows: |       |                                      |        |         |         |         |           |
| E                    | In terms of organization, the format for the breakfast meeting discussions have been:                                                           |       |                                      |        |         |         |         |           |

At least 89 percent of the respondents expressed favorable feelings about the purposes of the program, the knowledge gained, the organization, and their overall attitude. Following are written comments which also support these conclusions:

"I think they should be held once a month."

"Gives us a chance to know Superintendent and other principals."

"Excellent opportunity to discuss common concerns."

"Very valuable."

"Please continue."

As a result of this component of the program, communications between principals and the General Superintendent was enhanced and decisions were often expedited outside the normal channels when deemed appropriate. In addition, the Director - Management Academy was routinely asked to report on professional growth activities and principals were given a chance to evaluate programs and give suggestions for future activities. In this sense these sessions seemed to enhance shared decision-making as it affects the total Management Academy program.

One additional outcome of this component merits comment at this point. Few people would disagree that the General Superintendent of the DISD possesses many leadership characteristics. It is through interaction sessions with principals that he is able to "model" his style of leadership and share his basic philosophy of management in

an urban school district. Informal assessment indicates that this is indeed a means of influencing others to grow professionally. In this respect, the sessions also have a marked influence on the morale of district administrators.

## EVALUATION

The major concentration of the evaluation of this practicum by the DISD Department of Research, Evaluation, and Information Systems was on the "core" and "optional" seminars and workshops. This decision was made as a result of this component of the overall Management Academy program focusing on administrative renewal,<sup>24</sup> a new concept in the DISD.

Under the direction of the Director - Developmental Project Evaluation, a full time assistant evaluator was assigned to the project. It was the responsibility of this person to interact with the Director - Management Academy during the planning stages of activities, to develop appropriate evaluation instruments, to observe implementation of activities, to furnish the Director - Management Academy with process evaluation data soon after each session, to interview a random sample of participants, and to develop a final research report<sup>25</sup> to be filed in the District library.

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<sup>24</sup> Renewal is defined by Dr. Ed Brainard, Director of Leadership Development, Colorado Department of Education, Denver Colorado, as administrator professional growth, staff development, administrator inservice, self-renewal, administrator development, or leadership development.

<sup>25</sup>Op. Cit., Final Evaluation of The Management Academy Workshops 1975-1976.



### Purpose of the Evaluation

It was recognized by both the Director - Management Academy and the Director - Evaluation Design that it would be very difficult in one school year to determine the impact of the Management Academy seminars and workshops on the participants. Thus, performance objectives were not specified for the various activities designed to implement the program. In essence, many of the desired changes in leadership behavior are subjective in nature and difficult to measure with objective data on a short range basis. It is hoped that in the future means can be devised through a systematic evaluation process to determine the long range effects of the program on the behavior of participants and the impact on the educational programs in the DISD.

### Evaluation Design

An experimental design was not used in the evaluation. Instead a descriptive study was done which consisted of a series of observation checklists and interviews (process evaluation)<sup>26</sup> with the participants. Attitudes toward each seminar were obtained through paper and pencil self-report instruments contrived for the seminars. These instruments used a semantic differential scale to measure participants' gain of concepts as well as attitudes toward the sessions. The instruments consisted of bipolar adjective pairs together with

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<sup>26</sup> Same as formative evaluation whereby results were fed back to Director - Management Academy to assist in implementing and modifying the program.

concepts to be rated on a seven-point rating scale. Participants were asked to indicate their response to statements by circling a number. Such results have been reported in the preceding chapters as the Management Academy programs have been described (See Samples on pages 2 and 3 of Appendix Z).

A unique instrument was designed to determine the participants' gain of knowledge of key concepts emphasized during sessions (product evaluation).<sup>27</sup> In selected seminars, participants were asked to indicate to what degree they possessed knowledge of a number of items before and after the sessions. Since this was a self-report, it was recognized that subjectivity was involved. It is recognized that this was not a totally evaluative approach of determining achievement since it is self-report and not a direct measure of performance. Nonetheless, these individuals know their level of knowledge before the sessions and were able to evaluate changes in knowledge as a result of the sessions. Also, it was felt that if participants gained the knowledge in these learning sessions that perhaps it would likely be internalized and have some effect on the manner in which decisions were made in the school setting.

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<sup>27</sup> Same as summative evaluation which "sums up" the expected achievement in the program.

In administering evaluation instruments the total population of the principals was used. In addition a ten percent stratified sample of the principals were interviewed by the assistant evaluator.

#### Data Analysis

The evaluation effort consisted of summarizing the process and product information in order to draw conclusions about the program. The major questions of concern were as follows:

1. What problems were encountered in conducting the Management Academy offerings?
2. To what degree were participants involved in determining the curriculum of the Academy?
3. How were the training efforts received by the participants?
4. Within the core curriculum for principals and assistant personnel, what effect did the Management Academy curriculum have upon participants' knowledge and awareness of topics of interest?
5. Within the optional curriculum for participants, what effect did the Management Academy curriculum have upon participants knowledge and awareness of topics of interest?

#### Process and Product Evaluation Results

As was indicated in Tables 8-11, process evaluation of the core and optional curriculum sessions elicited highly favorable responses from the participants. In general, participants felt that the information was clearly presented, that they were committed to the ideas presented, and that the sessions were well organized and worthwhile.

Product evaluation instruments were developed for three core curriculum sessions and five selected optional seminars. It was determined that the content of these sessions warranted an attempt to assess administrators' perceptions of their knowledge prior to and after the seminars. All of these sessions focused on knowledge or skills needed to change behavior or implement programs.

Core Curriculum—Conferencing with Teachers: The objectives of this session were to produce in participants: (a) awareness of the important differences between supervisory interview style and (b) commitment to supportive, non-threatening, data-based individual conferences.

A post test at the close of the session resulted in 142 (85 percent) of the principals correctly answering at least five of six questions. In addition, members of the DISD Research and Evaluation Department developed an instrument to assess principals' knowledge of the key points. The instrument consisted of ten interview characteristics (five represented the directive approach and five reported the non-directive approach). Participants were asked to associate each characteristic with its correct interview style.

The respondents were eclectic in their approach toward interviewing teachers. That is, they would likely use some of both styles of interviewing. In view of the ten items, the majority of respondents

were able to associate the characteristic with the correct interview style (See Appendix Z, pp. 14-19 for complete evaluation details).

Core Curriculum—Planning Inservice: The objectives of this session were: (a) to produce in participants an understanding of the importance of systematic planning of inservice, (b) to gain knowledge of some exemplary practices in the planning of individual and group inservice programs, and (c) to increase knowledge of the strengths and weaknesses of several inservice methods for accomplishing specified purposes.

Members of the DISD Research and Evaluation department took notes and developed an instrument to assess principals' knowledge of key points. The instrument consisted of six questions about the systematic design of inservice programs. Participants were asked to choose the best response to each question.

Data collected suggests that the majority of the respondents understood the systematic design for planning inservice programs (See Appendix Z, pp. 19-23 for complete evaluation details).

Core Curriculum—Involving People in Decision-Making: The objectives of the session were: (a) to fully understand the scope and impact of the process of collective bargaining as it relates to instructional management, (b) to fully understand the scope and intent of Texas statutes related to employee relations, (c) to be able



to relate our present policies, procedures, and practices to future events should legislation on collective bargaining be passed by either the Congress or State Legislature, (d) to fully understand the concept of "shared decision-making on district wide as well as local building level, (e) to fully understand the Dallas "system" of shared decision-making and employee relations, and (f) to provide information that will allow participants to "take back to the building" concepts and ideas about the "process" in order to develop a system suited to meeting local building employee relation problems and needs.

In regard to perception of knowledge gained, participants were asked to indicate to what degree they possessed knowledge on five items before and after the session (See Appendix Z, pp. 23-26 for complete details).

Findings were positive and are reflected in the following summary statements:

Item one: 115 of the 159 respondents (72 percent) reported they left the seminar with a higher degree of understanding of the scope and impact of the process of collective bargaining as it relates to instructional management.

Item two: 132 of the 159 respondents (83 percent) indicated they believed they left the seminar with a higher degree of understanding of the scope and intent of existing Texas statutes related to employee relations.

Item three: 117 of the 157 respondents (75 percent) showed an increase of knowledge in relating our present policies, procedures, and practices to future events should legislation on collective bargaining be passed.

Item four: 82 of the 159 respondents (56 percent) reported no change in their knowledge of "shared decision-making" on district-wide as well as the local level. Of those who showed no change, it is however encouraging to note that 67 (42 percent) of the respondents reported a higher level of knowledge of the concept.

Item five: 126 of the 155 (81 percent) respondents indicated they left the seminar with an increase of knowledge of the "process" well enough to explain to their management staff.

Optional Session—Workshop on Speaking Dynamics: The purposes of this eight hour program were: (a) to help participants become a better speaker, (b) to become a better listener, and (c) to develop skills for all kinds of speaking situations.

After a day of knowledge exchange and active participation, participants were asked to respond to seven items regarding their level of knowledge before and after the workshop (See Appendix Z, pp. 27-31 for complete details). Findings which suggest a successful activity are reported, as follows:

Item one: 21 of 32 respondents (66 percent) reported that they believed they left the workshop with a higher degree of understanding

of the concepts involved in seeking a dynamic speech personality. This is particularly favorable when it is noted that 91 percent of the respondents reported that their understanding of this concept increased as a result of the training received during the workshop.

Item two: 26 of the 32 respondents (81 percent) showed an increase of knowledge in the four purposes of speaking.

Item three: 27 of the 32 respondents (84 percent) reported that they left the workshop with a higher degree of understanding of how to organize a speech in three parts. This is also favorable because 84 percent of the respondents reported that their understanding of the organization of a speech increased as a result of the training received during the workshop.

Item four: 25 of the 32 respondents (78 percent) indicated they left the workshop with a higher degree of understanding the best way to set the tone of a meeting.

Item five: 16 of the 32 respondents (50 percent) reported they left the workshop with no changes on their cognitive growth in regard to how to amplify and illustrate messages using audio-visuals.

Item six: 20 of the 32 respondents (63 percent) indicated a higher degree of understanding how to lead and participate in a successful meeting.

Item seven: 22 respondents (69 percent) reported they left the workshop with a higher degree of understanding how to set long-range speaking goals.

Optional Session--Communications and Human Relationship Skills:

The seminar was a workshop carefully designed to combine insights about human relationships with the communications skills needed to improve them. The workshop consisted of lectures, group discussions and group activities. The participants were able to improve their productivity by gaining better insights about relationships. Each participant became familiar with and was able to use the skill of listening to help students, parents, teachers and others solve their problems. Each participant learned the importance of being assertive and learned the skill of sending confrontation and assertion messages to other persons. Participants became familiar with and were able to use the skills of shared-power "win win" conflict resolution. They learned a contracting skill that can be used for goal-setting and problem-solving. Each participant was made familiar with and was able to use different methods of dealing with value conflicts. They also learned to use these communication skills to foster a climate of inquiry and exploration.

In regard to perception of knowledge gained, the 23 participants indicated knowledge before and after the workshop on seven items (See Appendix Z, pp. 32-35 for complete details). Findings are positive as indicated in the following statements:

Item one: 20 of the 22 respondents (91 percent) indicated a higher understanding on improving communication skills. This is

favorable because 91 percent indicated that after the workshop training their knowledge of the concept had increased.

Item two: 19 of the 22 respondents (86 percent) indicated a higher understanding on improving listening skills.

Item three: 15 of the 22 respondents (68 percent) reported an increase of knowledge about improving productivity.

Item four: 15 of the 22 respondents (68 percent) indicated an increase of knowledge of contractual skills for goal-setting and problem-solving.

Item five: 17 of the 22 respondents (77 percent) reported a higher understanding of methods dealing with conflict. This means 77 percent of the respondents left the workshop with an increased knowledge of this concept.

Item six: 20 of the 22 respondents (91 percent) showed an increase of knowledge about the skill of sending confrontation and assertion messages to other persons.

Item seven: 14 of the 22 respondents (64 percent) reported a higher understanding of the climate to meet the relational needs of teachers.

Optional Session—Bilingual Education Workshop: The objectives for the workshop were: (a) to provide participants with basic information about bilingual education in order to focus on current needs, concerns, and problems in the administration of the DISD bilingual

program; (b) to provide participants with a common framework for making decisions about bilingual education; (c) to provide participants with information about federal, state and local requirements with regard to bilingual education; (d) to provide participants with information regarding effective identification procedures for program planning and placement; (e) to assess needs for future bilingual education training sessions.

The workshop was divided into four areas of major concern. Topics were determined by administering a needs assessment instrument to principals and teachers involved in the bilingual program.

In regard to perception of knowledge gained, the workshop was successful. Participants responded to five items in which they were asked to indicate their knowledge before and after the workshop (See Appendix Z, pp. 35-38 for complete details). Findings are indicated in the following statements:

Item one: 24 of the 40 respondents (60 percent) reported they believed they left the workshop with a higher degree of understanding the rationale for Bilingual Education.

Item two: 20 of the 38 respondents (53 percent) indicated they left the workshop with a higher degree of understanding the legal aspects of Bilingual Education.

Item three: 30 of the 40 respondents (75 percent) reported they believed they left the workshop with a higher degree of understanding



of the pupil assessment and placement. This is particularly favorable when it is noted that 75 percent of the respondents reported that their understanding of this information increased as a result of training received during the workshop.

Item four: 25 of the 39 respondents (64 percent) reported they left the workshop with no change in understanding the Bilingual program implementation.

Item five: 23 of the 40 respondents (57 percent) reported they left the workshop with no changes in their knowledge in regard to the concept of the DISD Bilingual Program.

Optional Session—Profiling as an Aid for Planning Instructional Improvement: The objectives of this seminar were to produce in participants: (a) an awareness of needs for experiences with planning activities at the local campus; (b) to produce in participants an awareness of possible approaches to campus level planning; (c) to graph available standardized test data and use profiles to identify possible strengths and weaknesses for instructional programs of participating schools; (d) to use subjective information as an aid in determining needs peculiar to local campus.

The sessions consisted of learning activities using available standardized test data to extend profiling in attempts to identify

and consider specific strengths and weaknesses within each participating school's instructional program. Available standardized test data for each participating school were used to develop profiles of test objectives for reading and mathematics.

In regard to perception of knowledge gained, the participants were asked to indicate to what degree they possessed knowledge of six items before and after the sessions (See Appendix Z, pp. 38-41 for complete details). Findings were positive and are indicated as follows:

Item one: 17 of the 22 respondents (77 percent) reported they left the seminar with a higher degree of understanding of possible approaches to campus level planning.

Item two: 17 of the 22 respondents (77 percent) indicated they left the seminar with a higher degree of knowledge in graphing standardized test data.

Item three: 17 of the 22 respondents (77 percent) showed an increase of knowledge in identifying strengths and weaknesses for instructional programs.

Item four: 15 of the 22 respondents (68 percent) reported an increase in the knowledge of possible approaches to needs assessment.

Item five: 14 of the 22 respondents (64 percent) indicated they left the seminar with a higher degree of understanding the use of determining needs.

Item six: 14 of the 20 respondents (70 percent) reported they left the seminar with a higher understanding of the use of selection criteria in choosing instructional materials.

Optional Session—Politics of Education: The objectives of this seminar were: (a) to help participants better understand the forces, processes, and conditions which interact to shape the direction of public education; (b) to examine the causes of political conflict over education and the various strategies for containing political conflict; (c) to acquaint participants with several conceptual models which may possibly assist in explaining educational policy-making; (d) to provide an opportunity for participants to share experiences of dealing with political conflict in education.

In regard to perception of knowledge gained, the participants indicated the degree of knowledge they possessed on four items before and after the session (See Appendix Z, pp. 42-45 for complete details). Findings were positive and indicated, as follows:

Item one: 29 of the 37 respondents (78 percent) reported they believed they left the workshop with a higher degree of understanding the variables which interact to shape direction of public education.

Item two: 32 of the 37 respondents (86 percent) showed an increase of knowledge in understanding the various strategies for containing or solving political conflict in education.

Item three: 26 of the 37 respondents (70 percent) reported an increase in understanding the various strategies for containing or solving political conflict in education.

Item four: 24 of the 37 respondents (65 percent) reported an increase in understanding the causes of political conflict in education.

The overall conclusion about the product evaluation; based on participant perception of knowledge gained, is that these sessions were successful. It is anticipated that such a gain in knowledge and information will have an impact on the subsequent behavior of participants.

#### Interview Questions

A stratified sample of ten percent of the principals were interviewed by the assistant evaluator assigned to the Management Academy program. Questions were mailed to the principals in advance and were used as a general guide during the interview. Questions were as follows:

1. Which features of the meeting were inadequate or especially facilitative?
2. Were the three hour sessions too long or too short to learn much of the content of the program?

3. In what ways would you have changed the scheduling of the sessions?
4. To what extent did reproduced materials given to you by the facilitators of the sessions help you and your building staff?
5. Were there enough materials available to master the contents of the sessions?
6. Did you have any input as to the decision of the choice of topics for the sessions?
7. Were the sessions scheduled in an appropriate sequence?
8. Were the resource persons used properly?
9. Did the structure and desired outcomes of the sessions meet your expectations?
10. In ~~general~~, were the sessions well organized?
11. To what extent were the sessions relevant to your needs?
12. Did ~~the~~ content of the sessions presuppose far more or far less previous training that you had? If so, in what areas?
13. Were the sessions applicable to your immediate situation?
14. Do you feel that the district is making an important contribution to education by sponsoring professional growth programs such as these?
15. Recommendations for next year.
16. General Comments

### Results of Interviews

Based on the interviews with the sample of principals, an attempt was made to bring together relevant generalizations about the Management Academy program. Conclusions are as follows:

1. The especially facilitative features of the sessions were the location, refreshments, the size of the room, and the availability of the telephones. The inadequate features included rest-room facilities, parking and smoking.

2. Most participants indicated that the three hour sessions were not too long and they were able to learn the content of the program. However, a number of the sessions were cut short due to other meetings. Participants expressed disappointment to having principals' meetings included in the session.

3. The majority of the principals felt that the afternoon sessions were better because they felt the morning was prime time to be in their schools.

4. The participants felt that the handouts were useful and expectations for future use were emphasized.

5. There were enough materials available to master the contents of the sessions.

6. The majority of the participants did have input as to the decision of the topics for the session.

7. The majority of the participants reported that the sequence of sessions was appropriate and they were very timely.



8. The principals' response was mixed about the resource persons being used properly. It was pointed out by several that using instructors from surrounding universities more than once repeated too much of previous courses and/or knowledge. However, other resource persons were well received and it was noted that they were quite competent, stimulating, and interesting, as well as being well prepared.

9. The majority of the principals felt that the structure and desired outcomes of the sessions met their expectations.

10. All participants felt that the sessions were very well organized.

11. The majority of the principals felt that the sessions were very relevant to their needs, especially the sessions on profiling and shared decision-making.

12. The content was at about the right instructional level reported the majority of the participants.

13. The majority of the participants felt that the sessions were applicable to their immediate situation.

14. The participants felt that the District definitely made an important contribution by sponsoring this type of training for principals and that it was long overdue.

#### Evaluation Results

After interpreting the data concerning process and product information, conclusions were drawn, summaries were compiled, and recommendations were made to improve the program next year. In summarizing the

data the Research and Evaluation Department determined the following results:

1. Responses from participants indicated a strong endorsement of the project in general and its optional offerings and interactions with District personnel in particular.
2. In general, the quality of instruction was rated high but a variety of presentors was suggested.
3. Most of the participants indicated that the three hour programs were not too long and they were able to learn the content of the program.
4. The participants felt that the handouts from the different sessions were useful and expectations for future use were emphasized.
5. The majority of the participants did have input as to the decision of the topics for the session.
6. The majority of the participants felt that the structure and desired outcomes of the sessions met their expectations.
7. The majority of the participants felt that the sessions were very relevant to their needs, especially the sessions on profiling and shared decision-making.
8. The content was at about the right instructional level according to the majority of the participants.
9. The majority of the participants felt that the sessions were applicable to their immediate situation.
10. The participants felt that the District definitely made an important contribution by sponsoring this type of training for administrators and that it was long overdue.

Generally, it can be concluded that District administrators appreciated this type of program and feel that it was a very worthwhile and beneficial program. Both formal and informal assessments indicate that the activities offered through the Management Academy were recognized as quality experiences. As suggested earlier in this report, many of the desired changes in leadership behavior are subjective in nature and difficult to measure with objective data on a short range basis. A goal of the future as it affects the Management Academy will be to measure the impact of the activities and experiences on the participants and the behavior they exemplify in their administrative assignments.

## SUMMARY AND CONCLUSIONS

In summary, the practicum was implemented according to the proposed objectives and optimum involvement resulted. Only slight variations in planned activities were made; such variations being the result of unforeseen District priorities. Specific outcomes were as follows:

1. The interaction sessions with the General Superintendent were brought about through 18 high school cluster breakfast meetings. All 183 principals participated in at least two cluster meetings during the school year. These sessions provided the opportunity for open and direct communications with the General Superintendent and they also allowed for a direct and unique approach to solving current problems.

2. The Leadership Training Program Handbook was revised and two Phase II classes of 22 (1975) and 26 (1976) participants were conducted. In addition, 33 interns were given on-the-job assistance and counseling as needed. In the process, a Leadership Training Program — Phase IV Handbook was developed.

3. Cooperative efforts with three local universities were also strengthened as representatives from each university participated in the planning and implementation of the Phase II class of the LTP.

In addition, three hours of credit toward administrative certification or a master's degree at one of three universities will be continued for the 45 clock hour classroom phase of the LTP.

4. Two summer work conferences were implemented with full participation by building level administrators and by some central staff administrators. The June work conference involved approximately 275 persons, and the July work conference involved approximately 400 persons.

5. The summer work conferences were recognized as being very significant in preparing principals for the opening of schools. As a result the DISD Communications Department was asked to assist in recording the results of the work conference beginning June, 1976 (See Appendix HH for a brochure). This cooperative venture will continue in all future work conferences.

6. A variety of seminars and workshop opportunities were scheduled for principals and assistant principals. All 183 principals participated in 18 hours of the required core curriculum and 12 hours of optional sessions. All 125 assistant principals participated in six hours of activity.

7. As a result of the core session on "Teacher Evaluation" the need was recognized for a new teacher evaluation system in the DISD. As a consequence, the Assistant Superintendent for Personnel was asked to head a task force with the possibility of improving the

present system. The Director - Management Academy was a participant on the task force.

Beginning in the fall of 1976, a new approach to teacher evaluation will be piloted in 17 District schools. If the program is a success and is accepted by District professionals, the system will be implemented District wide in 1977-1978.

8. The professionals being affected by the program were successfully involved in a meaningful way through an advisory committee of the Dallas School Administrators Association (DSAA). Members of the committee offered advice as the seminar and workshop schedule was developed, and they chaired interview committees during the LTP screening process.

9. An optimum amount of cooperation and coordination with other DISD departments transpired. Wholesome working relationships were fostered with the Operations, Communications, Instructional Services, Personnel, and Research and Evaluation departments. The practicum brought about an influence on the entire operation of the District.

10. Process evaluation results strongly indicated that the attitudes toward staff development were greatly enhanced by this program. It was positively accepted and supported by the participants.

11. Product evaluation results of selected seminars indicate that principals achieved learning of expected outcomes. Before and



after self reports reveal that principals learned the knowledge and information presented.

#### Impact on the District

As was indicated in the chapter on Needs Identification and Objectives, it was felt that the circumstance of a diverse urban society dictates that persons in leadership positions be conscious of influences on the educational system. In particular in the DISD, a number of events and issues have brought about a changing educational environment during recent years. Selected examples are as follows:

1. During 1974-1975, the DISD received a court order requiring an affirmative action program to help overcome racism as evidenced by the disproportionate number of minority students in the District who were receiving corporal punishment and suspensions.

2. Accelerated population shifts in the entire metroplex of Dallas since a 1971 desegregation court order have created constantly changing communities and student population in given schools. Increased socio-economic, cultural, and racial diversity has resulted.

3. The issue of governance (who makes the decisions) has been increasingly brought before the administration and School Board through teacher groups and parent/community groups.

4. During 1975-1976, baseline curriculum guides were developed and implemented through a comprehensive districtwide program. Such an emphasis on instruction was planned to assure a basic educational experience for all students K-12.

5. A desegregation court order on appeal since 1971 was due to reach a conclusion during the summer of 1976 and bring about an integrated student population throughout the system.

In order to provide opportunity for administrators to gain knowledge and skills needed to continue leadership during such trying and changing times, the Management Academy was implemented according to the process objectives stated and explained in previous chapters. It is concluded that this program did have an effect on the day-to-day management of the District. Observation of the overall climate of the District suggests that in spite of the rapidly changing environment, school administrators continued to provide the leadership needed to create a positive educational climate. The Management Academy no doubt was a contributing influence to these results. Evidence of such impact was also apparent from the support given by persons serving at the executive team level of the District, quoted as follows:

1. Assistant Superintendent - Personnel Development—"The Management Academy is an important feature of our District personnel development program. As a result of this program, we have and will continue to respond to the professional growth needs of our administrators."

2. Assistant Superintendent - Elementary Operations—"Elementary principals learned much about their instructional leadership role this year. They certainly appreciate the positive approach taken to equip them with important competencies."

3. Assistant Superintendent - Secondary Operations—"Our secondary administrative team has gained much from participation in the Management Academy. Principals especially have gained insights

into how to set an appropriate climate for the instructional process by working in a humanistic manner with their faculties."

In similar manner, many persons who were participants in various components of the program suggested that they experienced professional growth. Informal interaction with personnel in the District revealed the following sampling of comments:

1. Intern—"The Phase II Leadership Training Program helped me better understand the overall organization of the DISD to know who is responsible for what."

2. Intern—"As a result of my intern experiences, I am especially aware of the need for making immediate decisions in critical situations."

3. Principal—"The June Work Conference certainly has given me some information which will enable me to lead my faculty throughout the next year as we implement the baseline curriculum."

4. Principal—"I feel more confident than ever before in beginning a new school year as a result of the two summer work conferences."

5. Principal—"Nothing can replace the small group personal contact with the Boss during cluster breakfast meetings."

6. Principal—"The thirty hours of involvement in the Management Academy have been the most rewarding professional growth experiences I have had in a long time. I feel that I am beginning to work more openly with my faculty and community as a result of this program."

7. Principal—"I feel that I gained more from the optional sessions as I was able to choose activities to meet my needs. However, my attitude was not good about the core curriculum. As a consequence, it did not help me very much."

In conclusion, the Management Academy program was implemented in a positive manner, was accepted by the professional leadership personnel of the DISD, became an integral and operational component of the system, and is perceived to be an influence on the total climate of the District. Administrators are informally accepting the program as "theirs" and suggesting program offerings which can meet their needs. Likewise, executive team personnel who supervise other District administrators are also using the program as a vehicle to meet needs of personnel under their supervision. The program appears to merit implementation as a systematic approach to preservice and inservice administrator training.

## APPLICATION AND RECOMMENDATIONS FOR THE FUTURE

The recommendation that the Management Academy be established as an integral component of the Personnel Development Department of the DISD was approved by the DISD General Superintendent. Consequently, it will be instituted as an operational program beginning with the 1976-1977 school year. The following suggestions should assist in maintaining and improving the program:

1. The basic components of the program—leadership training, interaction sessions with the General Superintendent, summer work conferences, core and optional seminars—should be continued.
2. The core curriculum should focus on an identified theme or District priority and should be expanded and required for all mid-management personnel.
3. A talent assessment should be conducted to determine skills of in-district personnel. Such information will be valuable in determining in-district leadership for seminars and workshops.
4. Long range goals should be established for the purpose of continuing meaningful professional growth opportunities for all mid-management personnel. The following components should be considered in such planning:

a. Individualize the program as much as possible including options and opportunities for collegial teams.

b. Program content should continue to be focused on job related concerns and competencies. In addition, emphasis should be given to small group, interaction, and task oriented activities.

5. A task force should be appointed to focus on the concept of professional growth and staff development needs, to develop a professional growth guide to be used by all administrators in determining their professional and personal self-improvement program.

6. Encourage the Dallas School Administrators Association to continue in a supportive role by appointing an advisory committee. This committee should be diverse and representative of all mid-management administrative positions.

7. The guidelines in the Leadership Training Program Handbook should again be revised in order that any person so desiring it can be offered training in the Phase II classroom component. Selection should then be exercised as internships are available in Phases III and IV. The recommended philosophy of the LTP is to expose as many people as possible to leadership skills, which can in turn be used in any administrative position as well as in the classroom.

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Collegial Team—Defined by Dr. Ed Brainard, Director of Leadership Development, Colorado Department of Education, Denver, Colorado, as a group of school administrators interested in their professional growth assembled to help each other with problems, strategies, and possible outcomes. Its success is based on mutual support.



8. It is recommended that in 1976-1977 the cooperative arrangement with the area universities be continued. Since area university officials have expressed interest in extending credit for the on-the-job internships of Phase IV, the possibilities should be studied.

9. Encourage the organization of the collegial team concept and pilot it with a small group of administrators during the 1976-1977 school year.

10. Establish as a priority a comprehensive program of staff development to meet the unique needs of assistant principals. In order to do so, a steering committee should be established to give advice during the planning process.

11. Review carefully the conclusions and recommendations from the Final Evaluation of the Management Academy Workshops, 1975-1976, #76-903 (Appendix Z) and incorporate selected workshops and seminars into the program in 1976-1977.

Several concerns were raised during this practicum which appear important enough to investigate. The questions below should be considered as the Management Academy program for 1976-1977 is planned. Indeed, the answer to these important issues may determine the impact of the program on a long range basis.

1. What is the best procedure for the District to use in identifying and selecting potential leaders?

2. What balance should be established in inservice training between administrative skill development necessary to schools on a daily basis and training for competencies needed to make long range plans for a rapidly changing society and educational environment?
3. How should competencies for inservice education be identified? Who should identify them?
4. How important is principal perception regarding inservice needs?
5. How important is principal perception regarding the results of inservice sessions?

Finally, this practicum has produced a model which feasibly can be implemented in other school settings. A similar effort, using the various components and considering forementioned recommendations and questions will assist a district to plan a program which will focus on developing and maintaining leadership skills for administrative personnel.

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## APPENDIX

APPENDIX A

PERSONNEL DEVELOPMENT DEPARTMENT  
1975-1976

081

Assistant Superintendent  
Personnel Development  
Joe M. Pitts  
Hazel Matthews, Secretary  
Ext. 261 Room 110

Area I  
Director — Pablo Perez  
Secretary — Martha Harrison  
Preston Hollow TEC  
692-0786

Area II  
Director — H. B. Bell  
Secretary — Odessa Matthews  
Birdie Alexander TEC  
224-7521

Area III  
Director — H. B. Bell  
Secretary — Barbara Thomas  
Ascher Silberstein TEC  
388-4441

Area IV  
Director — Pablo Perez  
Secretary — Irma Garza  
Paul L. Dunbar TEC  
428-1531

Sarah Murphy — Resource Teacher  
Dr. Harold Sunderman — NTSU  
Dr. N. Wesley Earp — NTSU  
Dr. Fred Tanner — NTSU  
Dr. Robert Fielder — UTD

Dr. Norma Slane — Resource Teacher  
Dr. William Harlan  
Dallas Baptist  
Dr. P. K. Khasnavis  
Bishop College

Precious Davis — Resource Teacher  
Marilyn Randolph — PV A&M  
Ann Sullivan — PV A&M  
Dr. Robert Windham — ETSU  
Dr. Sandy Hudson — ETSU

Carmen Salazar, Coordinator  
Jim Batchelor — Resource Teacher  
Alicia Castro — Resource Teacher  
Marion Deckard — Resource Teacher  
Bobbie Lang — Resource Teacher  
Aida Silva — Resource Teacher  
Irma J. Simpson — Resource Teacher  
Dr. Robert Caldwell — SMU  
Johnnie Haywood — TWU

Management Academy  
Director — Gene Davenport  
Secretary — Norma Flues  
526-5920  
(Located on North Dallas  
High School Campus)

98

97

# Management Academy Opens Door <sup>082</sup>

Dr. Nolan Estes recently referred to the principal's job as a "smaller version of the superintendency." In so doing, he recognized the increased responsibility of principals, and indeed of all building administrators, to meet the immense challenges of educational management in an urban setting.

A Management Academy, located in a portable on the North Dallas High School campus, has been established this fall as an "umbrella" for all "in-house" professional growth efforts for administrators. Its emphasis right now is on helping principals develop skills that they themselves have decided are most important to their continued and increased effectiveness. Assistant principals and deans of instruction will be drawn into the program late this month or in December, and central administrators, probably not until next year.

The academy, under the direction of Gene Davenport, coordinates school-year workshops and seminars, rap sessions with the general superintendent, summer work conferences and the Leadership Training Program.

"Being an administrator in an urban setting requires unique competencies not always needed in the suburbs," Gene explained, citing as an example the importance of learning to deal with diversity—of instructional offerings, of socio-economic conditions and of ethnic backgrounds of students.

In the June administrators'

workshop, principals were asked to rank 14 leadership dimensions. Their top seven choices have formed the basis of 36 clock hours of training they are receiving this year. All principals are taking a "core" curriculum of 18 seminar hours, to be interspersed with an additional 18 hours in which there are some course options.

The survey showed that principals desire the most assistance in managing the district's new thrust in instruction and in assessing student and teacher performance. Other ranked priorities were oral communications skills, problem solving from a political standpoint (dealing with the various "players" in the school and community), planning and organization, management and delegation, and problem analysis.

In line with the needs assessment, the core curriculum sessions deal with direction setting, evaluating personnel, profiling (interpreting standardized test data and using the results), conferencing with teachers, planning in-service programs and involving people in decision making. Each session is three hours long, and there are no more than 50 principals to a group.

Ninety percent of those attending the first session in October gave it a positive rating in an evaluation. "Principals are saying, 'We need this. It's something we can sink our teeth into,'" Gene commented.

Dr. Ken McIntyre, a professor from the University of Texas

and an authority in instructional leadership at the principal level, is conducting five of the six core sessions. Dr. Bill Denton of DISD's Research and Evaluation Department will lead the one on profiling.

Sessions for assistant principals and deans of instruction will correspond to the same needs assessment taken in June. Interestingly, high school assistant principals perceive their top two needs as the same as their principal's. Those in junior highs listed "curriculum and instruction" as No. 1, with "oral communications skills" as No. 2. Elementary school assistant principals said their most critical need was in "stress tolerance and energy," and their second need was "student and teacher performance."

Optional courses—seminars, workshops, swapshops—are now in the mill for principals, to be led by national experts in communications and leadership effectiveness and by staffers willing to share their successes.

Gene is now formulating guidelines to be used by every administrator to begin his or her own five-year professional growth plan this school year. "It won't be the kind of thing that will require formal approval," Gene explained. "It's something most people do anyway, although they may not write down their goals."

The Leadership Training Program, a three-year process whereby teachers make the transition to administrators, is being revamped this year to Phase 2 to make the 40-hour course increasingly meaningful. A handbook for the entire program has been drafted, and interns are reacting to it now. Some 110 employees are expected to apply for the program this month, but competition is tough—only 20-25 will be accepted.

Meeting people's needs and sharing decision making with them—key elements in successful urban education—are both preached and practiced in the Management Academy. "We've tried very hard to avoid deciding in advance what everybody needed to know and then setting out," Gene summed up. "We want administrators to know that this is their program."



*Gene Davenport, director of the Management Academy, consults with Sammie Wester of the Personnel Department about her progress in the Leadership Training Project.*



083

## dallas independent school district

August 21, 1975

Dr. Joe M. Pitts  
 Assistant Superintendent - Personnel Development  
 Dallas Independent School District  
 Dallas, Texas

Dear Joe:

As you know, the Dallas Independent School District's Management Academy is one of our top priorities for the 1975-76 school year. It is most essential that we continue to improve the management capability of our leadership team.

As you work with Gene Davenport to plan, develop and implement the Management Academy, including the Leadership Training Program, I would like for you to involve Dr. Ken McIntyre and Dr. Francis Chase. I have contacted both of these gentlemen and they are committed to helping us improve the leadership skills of our District administrators through our preservice and inservice programs. No doubt such an approach will necessitate a measure of adjustment in the format and leadership of the Leadership Training Program. Hopefully, you and Gene, with the assistance of Dr. McIntyre and Dr. Chase, can develop in concert with the North Texas Federation of Universities an outstanding leadership training program. Such a program should be designed to afford credit to the participants through any of the participating universities of the Federation.

Accordingly, will you at your first convenience get with Dr. McIntyre and Dr. Chase and outline for the Executive Team prior to September 30th a revised Leadership Training Program outline and a tentative Management Academy Calendar of Activities for 1975-76. Also, in your planning please consider the possibility of offering a fall and spring Leadership Training Program class to accommodate at least 20 persons each.

I appreciate so much the work that you and Gene have done thus far and stand ready to assist in any way possible. If I can be of additional information, please do not hesitate to let me know.

Sincerely,

Nolan Estes  
 General Superintendent

hmr

JOE M. PITTS  
 ASSISTANT SUPERINTENDENT  
 PERSONNEL DEVELOPMENT  
 Nolan Estes  
 General Superintendent  
 Date 8/26/75  
 Babb \_\_\_\_\_ File Management Acad.  
 Beil \_\_\_\_\_ Appropriate \_\_\_\_\_  
 ✓ Davenport \_\_\_\_\_ Handling \_\_\_\_\_  
 Perez \_\_\_\_\_ For Info. ☒  
 \_\_\_\_\_ See Me \_\_\_\_\_  
 \_\_\_\_\_ Your Input \_\_\_\_\_  
 \_\_\_\_\_ Next Meeting \_\_\_\_\_

L. L. Hotchkiss Elementary  
6929 Town North Drive  
Dallas, Texas 75231

084

October 29, 1975

Mr. Leon King,  
Chairman Leadership Council  
Sequoyah Middle School  
Box 200  
D.I.S.D.

Dear Mr. King:

An advisory committee for the Management Academy has been formed with representatives from all groups except assistant principals. As soon as an election can be held, the assistant principal elected to the Leadership Council will be asked to serve on this committee.

Members are:

Ms. Nan Kurtz, Resource Administrator  
Ms. Ruby Abel, Elementary Principal  
Mr. John O'Glee, Jr. High Principal  
Mr. John Ligon, Sr. High Principal  
Mr. Robert Brown, Director  
Dr. Clifton M. Julian, Chairman

We are presently waiting for instructions from Mr. Gene Davenport as to the purposes and functions of this committee.

Sincerely,

Clifton M. Julian

cc: Mr. Gene Davenport✓  
Mr. Joel Pittman

## DALLAS TEACHER EDUCATION CENTER

## COUNCIL COMMITTEES

ORGANIZATION

(Committee Chairpersons and Council Officers)

Organization Chairperson - Dr. Rodney Short, TWU  
 Administration-Supervision Chairperson - Mr. Gene Davenport, DISD  
 Bilingual Education Chairperson - Mr. Rodolfo Rodrigues, TWU  
 Career Education Chairperson - Mr. Walter Hall, PV A&M  
 Counselor Education Chairperson - Dr. William Truax, ETSU  
 Paraprofessional Chairperson - Ms. Marrian Lacy, DAP  
 Preservice Education Chairperson - Mr. Bill Leavell, CTD  
 Special Education Chairperson - Mrs. Frances Allen, DISD  
 Staff Development Chairperson - Mr. H. B. Bell, DISD  
 Council Chairperson - Dr. Joe M. Pitts, DISD  
 Council Secretary - Dr. Norma Slane, DISD

ADMINISTRATION-SUPERVISION

Chairperson - \*Mr. Gene Davenport, DISD

Dr. Petra Chamberlain, TWU  
 Dr. Clifton Harris, UTD  
 \*Dr. Glen C. Hoskins, SMU  
 \*Mr. John Kincaide, DSAA  
 Dr. L. Doyne McNew, ETSU

\*Mr. Joel Pittman, DSAA  
 \*Mr. Charles Randle, PV A&M  
 Dr. Harold Sunderman, NTSU  
 \*Ms. Ada Williams, CTD  
 \*(to be selected) - student teacher,  
 NTSU

BILINGUAL EDUCATION

Chairperson - Mr. Rodolfo Rodrigues, TWU

\*Dr. Ruben Gallegos, DISD  
 Dr. Bill Harvey, ETSU  
 \*Mr. Charles Maples, DSAA  
 Mrs. Dorothy Marks, BC  
 Dr. B. E. Martin, NTSU

\*Mr. Pablo Perez, DISD  
 \*Mr. Charles Randle, PV A&M  
 \*Ms. Barbara Smith - student teacher,  
 PV A&M

\*Council Member

Dallas Independent School District  
Management Academy

086

Introduction

As in many urban school systems, the forces influencing the educational system in Dallas, are rapidly changing and increasing. Consequently, it is felt that in order to maintain well-prepared administrators who can respond to current challenges and be prepared for future ones, a broad-based systematic program must be planned, developed, and implemented with a design to enhance leadership skills of prospective administrators as well as provide on-going "in-service" education for persons currently assigned to administrative positions.

The DISD Management Academy is a program designed to offer such a comprehensive pre- and in-service staff development program. There are four basic components, as follows:

- I) Leadership Training Program (LTP)
  - a. Phase I - Testing and Screening
  - b. Phase II - Classroom Phase (45 hours) - college credit is available through the Federation of North Texas Area Universities.
  - c. Phase III - Summer Assignment and DISD Orientation
  - d. Phase IV - On-the job internship (full school year)
- II) Summer work conferences
  - a. July - focusing on district priorities, thrusts and "operational" activities (40 hours)
  - b. June - focusing on district thrusts (24 hours)
- III) School Year Workshops and Seminars\*
  - a. Core curriculum (1975-1976) - for principals (18 hours)
  - b. Optional activities - all DISD administrators (18 hours)
  - c. Required curriculum - certain selected groups

\*Note: All DISD administrators will be expected to develop a personal professional growth plan to be used as a guide in selecting Management Academy offerings.
- IV) Face-to-face in-service sessions with various Administrative groups
  - a. Quarterly with the Superintendent (to be scheduled)
  - b. Focus on current needs, concerns, and problems identified as the school year evolves.

The 1975-1976 year represents a beginning. The program has been developed and will be implemented with the assistance of the Leadership Council of the Dallas School Administrators Association (DSAA) and will be evaluated at the completion of each activity. It is planned that recommendations will be made for expanding the program into full operation in 1976-1977 to better meet the needs of all DISD administrators.



## dallas independent school district

Nolan Estes  
General Superintendent

DATE: October 7, 1975  
TO: DISD Management Personnel  
SUBJECT: Management Academy Schedule

The Management Academy program has been developed to meet the professional growth needs of DISD administrative personnel. Attached is an overview of the total program and the core curriculum schedule.

Based on a needs assessment during the June workshop, a required core curriculum for building principals has been planned and scheduled to focus on these factors related to pupil and teacher performance. Optional sessions will also be scheduled as the year continues. Core offerings for assistant principals and certified central office personnel will be defined at a later date.

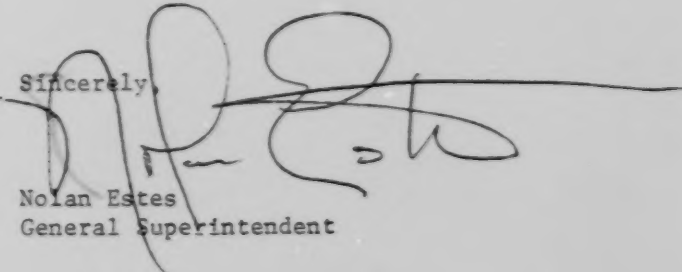
In order to provide opportunity to share together, periodic "face-to-face" in-service sessions will be scheduled in conjunction with Area principals' meetings. In these sessions, we will focus on current needs, concerns, and problems with a view of taking positive steps to solve them.

Please note the dates and times on your calendar. I look forward to your active participation in these activities.

Should you have questions, please contact Gene E. Davenport, Director - Management Academy (526-5920).

Thank you.

Sincerely,

  
Nolan Estes  
General Superintendent

hm

Enclosures



LEADERSHIP TRAINING PROGRAM

HANDBOOK

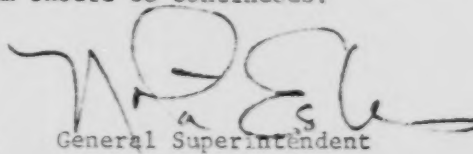


## FOREWORD

New societal forces are changing the roles the educational leader has played and are making obsolete many of the ground rules within which leaders have traditionally operated. This makes the task of educational leadership difficult in some respects - but at the same time it is clear that new opportunities for growth and leadership are being presented. In short, the educational leader of today will, of necessity, differ markedly from his predecessor. This means that new concepts, skills and values must be developed; and careful procedures for recruiting, selecting, appointing, assigning, and promoting of educational leaders must be established.

The Leadership Training Program is designed to meet these challenges by providing the Dallas Independent School District with highly qualified candidates who have been trained to be leaders in today's changing society. Therefore, this handbook has been published to assist this program in meeting its goal as it outlines its policies and procedures.

Since the preparation of future administrators can never be allowed to become static or inadequate, the evaluation, modification, and improvement of this program should be continuous.



General Superintendent

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## RATIONALE

Educators today are faced with the fact that the role of the school administrator is changing, with new pressures being applied every day. The various publics, from the local community to the state legislature, are calling for more accountability, a voice in decision making, and an opportunity to be heard.

Objections to on-campus preparation programs in school administration are legend. Many parents feel that traditional school administrators are not really interested or capable of dealing with the real problems of today's schools.

Minority groups have often criticized the priorities of school administrators as many inner-city blacks and browns feel that certain school administrators do not understand the feelings and special needs of those who lived in racial and economic isolation.

In short, a majority, if not a consensus, of those who are most affected by school administrators would vote courses in college and universities designed for the preparation of school administrators from insufficient, at least, to irrelevant. The Dallas Independent School District, long known for leadership in the field of education, has devised a program to supplement the preparation of educational leaders. This program has been designed to meet the particular requirements of the DISD by providing for the recruiting, screening, appointing, evaluating, and promoting of potential leaders.

Originally, this program was begun in 1968 and was called the Administrative Intern Program. In 1972, because of modification to the program and expanded concepts, the name was changed to Leadership Training Program.

Not only is the LTP charged with training administrators, but its major task is to prepare leaders. The distinction is subtle but significant if we are to meet the demands of a contemporary society. The administrator accomplishes established goals through the utilization of established means.

The leader, on the other hand, finds and initiates new means in reaching established goals or he cooperates with others in formulating new means or new goals.

Today, the DISD is faced with the responsibility of filling thirty to thirty-five leadership roles each year. The Leadership Training Program has been developed to prepare educators to fill those vacancies. LTP, a planned, flexible individualized program should yield a steady supply of qualified, pre-trained personnel who are prepared to assume leadership roles as they occur.

## PURPOSES OF THE PROGRAM

The purpose of the Administrative Intern Program was to provide future administrators with an on-the-job experience which would enable them to step directly into an administrative position following the completion of the intern experience. The main purpose of the Leadership Training Program, however, is to develop a pool of qualified administrators and leaders that can be tapped as needs arise.

LTP will provide an opportunity for a maximum of twenty-five qualified personnel each year to:

1. become aware of societal changes;
2. become instructional leaders;
3. become more knowledgeable about the DISD;
4. become familiar with responsibilities and duties associated with decision makers - Board of Education, Executive Team, Central Staff, Building Administrators, Teachers and Students;
5. cultivate functional-specific skills related to a leadership responsibility;
6. relate the leadership role associated with a specific position to the overall mission of DISD;
7. become acquainted with the long-and-short range goals of the DISD, its priorities among those goals, and its organizational plan for the attainment of those goals;
8. develop accountability at all levels of operation within the DISD.

## CRITERIA OF SELECTION

In order to be accepted into the Leadership Training Program applicants must meet the following requirements:

1. Master's Degree
2. Minimum of three years overall professional experience
3. Minimum of one year professional experience in the DISD
4. Professional certificate
5. Completion of certificate for leadership responsibility or intention to do so within one year of application to LTP
6. A demonstrated capacity, desire and willingness to change
7. Recommendation of principal
8. Past performance demonstrates potential for leadership
9. Commitment and dedication to public education

Exceptions may be made to the above rules in unusual cases.

## PROCEDURES FOR MAKING APPLICATION

Persons aspiring to enroll in LTP should complete the application form (Appendix A--copies obtained in principals' offices) in quadruplicate. Two copies should be sent to the Director-Leadership Training Program, one copy to the Assistant Superintendent-Personnel, and one to the building principal. One copy will be returned to the applicant by the Director-Leadership Training Program as verification of receipt of his application.

Within fifteen days after receipt of the application, the office Director-Leadership Training will inform the applicant of procedures to follow in the screening process.



## PROGRAM DESCRIPTION

## Phase I

Phase I of LTP is the screening phase. Applicants meeting the criteria of selection will be administered the Administrative-Supervisory Examination and the National Teachers' Examination, both published by Educational Testing Service. These tests will be given during the fall.

Following the administration of the tests, principals will be asked to evaluate past performance of the applicants (Appendix B).

Generally only those applicants who score above the third quartile on both tests and whose ratings by principals are higher than "Good" will be allowed to go to the next step in the screening process. If more than twenty-five applicants meet the minimum requirements, generally applicants with the top twenty-five scores, as rated by a panel of judges, will move to the next step; and those remaining will remain on file, for consideration the following year.

Those surviving the initial screening will be interviewed by a committee of administrators selected by the DSAA Leadership Council (See Appendix C). Generally the recommendations of this committee will be final. The final list of participants shall be approved by the General Superintendent. If an applicant is not selected and wishes to appeal, the appeal is made directly to the General Superintendent.

Applicants selected through the interview and/or appeal will move on to Phase II.

## Phase II

Phase II of LTP goes from February to May and is concerned primarily with instructional leadership. A three-hour credit course, organized and administered by the Federation of North Texas Universities, will be offered once each week for three hours over a fourteen-week period of time. Methodology employed consists of laboratory exercises, lectures, problem solving activities, group projects, and small-group interaction. Subject areas covered are listed below:

1. Observations of Instruction
2. Goals and objectives
3. Teacher-Made Tests
4. Evaluations of Pupil's Work
5. Community Resources Available to Principals  
(Community Relations)

6. Selection of Personnel
7. Evaluation of Personnel
8. The Shady Acres In-Basket Study
9. Communication and Feedback
10. Grouping
11. Simulated School Board Agenda
12. School Board Meeting
13. Cultural Awareness Session (Mexican-American)
14. Cultural Awareness Session (Black)
15. Panel on Administrative Procedures (All Levels)
16. Rotating Workshops on Administrative Functions

During Phase II, the aspirations of class members is obtained. (See Appendix D). Also, during Phase II the instructor will test the class members for achievement in content areas, for creativity and flexibility, and for proper use of the English language. Generally a fourth quartile average rating in any two of the three areas listed above would serve to eliminate a person from the program. The instructor will use a minimum of three measurements in each of the three areas of concern. Those who survive the cut in Phase II will move on to Phase III providing positions are available.

### Phase III

Phase III of LTP occurs during an eight-week period of the summer. Those trainees aspiring to become principals or assistant principals will work with principals in the organization and administration of the regular and special summer school programs. During the afternoon, these same trainees will attend forty special sessions with selected staff members for the purpose of becoming well acquainted with the innerworkings of the administration building and with numerous special programs and services administered and provided by the Dallas Independent School System.

Class members who do not aspire to become principals or assistant principals will be assigned to a branch, group, or department within central administration. This group will be training for positions in staff development, curriculum development, early childhood, personnel, etc. However, in general, any candidate for an administrative position must have performed as a trainee in a school situation.

Their training program will be individualized to meet the requirements of the positions for which they are being trained. Appendix E exhibits the form used by managers for outlining the goals and activities of their trainees. The afternoon sessions designed for principal aspirants are optional for the central administrative trainees but may be selectively attended if the managers to whom the trainees report so desire.

Performance is the key to continuance in the program during Phase III. Principals and managers responsible for summer training will evaluate the performance of each trainee assigned to them. Also the Summer School Director will complete an evaluation report on each intern under his supervision.

A detailed review of the anticipated need for administrative applicants for the following school year will be prepared each spring and entry into Phase IV will be based upon that anticipated need. Only the most qualified trainees will be allowed to enter Phase IV so as not to create an excess of unassigned participants at the end of the phase.

Those trainees who are not assigned to Phase IV will be maintained in a pool to be used as needed during the school year. As vacancies or emergency requirements occur, a source of trained applicants would then be readily available. Also, trainees in the pool will be available for principals to utilize them in leadership roles in their buildings. Whenever possible the principal is encouraged to provide these trainees with part-time administrative tasks.

This action will allow the trainee to return to his or her regular assignment upon completion of Phase III. The very selective entry into Phase IV would permit participants to complete three of the phases of the Leadership Training Program without having to vacate their teaching positions.

Those selected upon the basis of anticipated need would go on to Phase IV. Appeals, if any, may be made directly to the General Superintendent.

#### Phase IV

Phase IV is on-the-job training. Trainees who have successfully completed the first three phases of the program will be assigned a permanent position for the school year following Phase III. Three times during the year--in November, in March and finally in June--the principal or manager will compose a progress report. These reports will be in the form of letters to the Director-Leadership Training Program describing the strengths and weaknesses of the trainee. The June report should contain a recommendation stating the advisability of the trainee becoming an administrator and, if so, in what capacity.

The Director-Leadership Training Program will also visit with each Phase IV participant once each semester. The visit should also include a conference with each principal or manager concerning the trainee's progress. After these visits, the trainee should have a personal conference with the Director-Leadership Training Program.

Following the successful completion of LTP, the participant will either be assigned an administrative position or will return to the classroom to await the appropriate vacancy. Successful completion of the program does not guarantee an administrative appointment, but generally no one within the Dallas Independent School District shall be appointed to an assignment above assistant or its equivalent until he has satisfactorily completed the Leadership Training Program.

Exceptions may be made for individuals coming from outside DISD who have had administrative experience or possess unusual skills.

## APPENDIX A



099

# dallas independent school district

October 8, 1975

Nolan Estes  
General Superintendent

P L E A S E   P O S T

Re: Leadership Training Program  
Examinations

To Interested Personnel:

Examinations will be given on Saturday, November 22, 1975, for personnel interested in qualifying for the Leadership Training Program (LTP). Application blanks for the Leadership Training Program may be secured from your principal. You should act immediately since applications must be on file before 5 p.m., November 7, 1975.

A fee of \$7.00 will be charged for the examinations. This is approximately one-half of the actual cost.

Persons who took the examinations once and were not satisfied with the scores might take this opportunity to improve their records. Likewise, anyone who has previously applied for entry into the LTP may do so again on the basis of past scores.

Counsel with your principal. Any questions should be directed to Gene Davenport, Director - Management Academy, (Box 39 or 526-5920).

Sincerely,

Nolan Estes  
General Superintendent

NE/nf

cc: Executive Team  
and Staff Members



**APPLICATION FORM FOR THE  
LEADERSHIP TRAINING PROGRAM  
1975-1976**

100

A recent photograph  
must be attached here

ate \_\_\_\_\_ (Please type or print)

ame \_\_\_\_\_

ddress \_\_\_\_\_

Telephone-School \_\_\_\_\_ Telephone-Home \_\_\_\_\_

ge \_\_\_\_\_ Sex: M F Height \_\_\_\_\_ Weight \_\_\_\_\_

thnic Origin \_\_\_\_\_ Marital Status \_\_\_\_\_

ocial Security Number \_\_\_\_\_

**DALLAS EXPERIENCE**

| Position | School | Principal | Subjects Taught | Years |
|----------|--------|-----------|-----------------|-------|
|          |        |           |                 |       |
|          |        |           |                 |       |
|          |        |           |                 |       |
|          |        |           |                 |       |

**OUTSIDE EXPERIENCE**

| Position | School | City | Superintendent | Years |
|----------|--------|------|----------------|-------|
|          |        |      |                |       |
|          |        |      |                |       |
|          |        |      |                |       |

**COLLEGES ATTENDED AND DEGREES RECEIVED**

| College and Location | Yrs. Attended | Dates | Degrees Received |
|----------------------|---------------|-------|------------------|
|                      |               |       |                  |
|                      |               |       |                  |
|                      |               |       |                  |

State of Texas Certification ☐ Teachers ☐ Administrators ☐ Supervisors ☐ Counselors

Present Assignment: School \_\_\_\_\_ Subject \_\_\_\_\_

Position to which you aspire \_\_\_\_\_

Will you be available during the coming summer months? \_\_\_\_\_

Have you ever taken the Administrative-Supervisory Exam? \_\_\_\_\_ If so what date \_\_\_\_\_,  
and where is the score on file? \_\_\_\_\_

Have you ever taken the National Teachers Exam (Commons)? \_\_\_\_\_ If so what date \_\_\_\_\_,  
and where is the score on file? \_\_\_\_\_

Please enclose a check for \$7.00 payable to the Dallas Independent School District to cover the  
cost of your examinations.

cc - Director - Management Academy (two copies) Box 39  
DEADLINE: 5 p.m. November 7, 1975

Building Principal (one copy)  
Retain file copy



APPENDIX B

DALLAS INDEPENDENT SCHOOL DISTRICT  
SCHOOL ADMINISTRATION BUILDING 3700 ROSS AVE.  
October 20, 1975

102

To: Person Addressed  
Subject: Leadership Training Program Applications

The person(s) name on the enclosed evaluation form(s) has applied for the Leadership Training Program for 1975-1976. Please give each item on the evaluation form your serious consideration. You are in a position to know the strengths and weaknesses of the applicant better than anyone else.

Please complete the form and return it by November 14, 1975, to Gene E. Davenport, Box 39.

Thank you.

Sincerely,

*Gene E. Davenport*  
Gene E. Davenport, Director  
Management Academy

nf

APPROVAL:

*George W. Reid*  
George Reid,  
Assistant Superintendent-  
Secondary Operations

*Otto M. Fridia, Jr.*  
Otto Fridia,  
Assistant Superintendent-  
Elementary Operations

*Joe M. Pitts*  
Joe M. Pitts, Assistant Superintendent-  
Personnel Development

Dallas Independent School District  
Leadership Training Program

103

Leadership Training Applicants Evaluation

\_\_\_\_\_ has made application to be considered for selection to the Leadership Training Program. As the present or former supervisor of this applicant, will you please complete the following evaluation.

- I. Relationship to candidate \_\_\_\_\_
- II. I recommend/do not recommend this applicant for consideration for selection to the Leadership Training Program.
- III. If you do not recommend the applicant, please indicate your reasons.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- IV. Please list the leadership strengths of this applicant. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- V. Does this applicant support the policies and procedures of the Dallas Independent School District? Yes \_\_\_\_ No \_\_\_\_
- VI. Has this applicant demonstrated a capacity, desire, and willingness to meet the challenges of working in a changing society? Yes \_\_\_\_ No \_\_\_\_
- VII. Mark the overall rating that you would give this applicant as a prospective administrator.

Excellent

Good

Unacceptable

☐☐☐

VIII. Other Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPENDIX C

DALLAS INDEPENDENT SCHOOL DISTRICT  
LEADERSHIP TRAINING PROGRAM

Interview Form

105

Applicant's Name \_\_\_\_\_

Date of Interview \_\_\_\_\_

Present Assignment \_\_\_\_\_

Yes      No  
(check one)

1. Did the applicant receive a brief overview of the general guidelines for the Leadership Training Program? \_\_\_\_\_
2. Does the applicant have administrator/supervisory certification? If not, is he/she working toward such certification? \_\_\_\_\_
3. Does the applicant possess a Master's Degree? If not, is he/she working toward such a degree? \_\_\_\_\_
4. Applicants' Professional Plans: To what leadership role does the applicant aspire? \_\_\_\_\_

Rating Items

(Please circle the appropriate response)

|                                                                                                                                                                               | High | Average | Low   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|-------|
| 1. Ability to communicate and to express self well                                                                                                                            | 5    | 4       | 3 2 1 |
| 2. Acceptability of Personality/Appearance                                                                                                                                    | 5    | 4       | 3 2 1 |
| 3. Dedication to a life of educational service                                                                                                                                | 5    | 4       | 3 2 1 |
| 4. Possession of personal and professional goals                                                                                                                              | 5    | 4       | 3 2 1 |
| 5. Degree of involvement in church, community, etc.                                                                                                                           | 5    | 4       | 3 2 1 |
| 6. Degree of concern for others (with particular emphasis on the degree to which the applicant understands and appreciates the contributions of other ethnic groups)          | 5    | 4       | 3 2 1 |
| 7. Soundness of educational philosophy (which reflects a concern for quality education for all children in a diverse educational setting and a commitment to urban education) | 5    | 4       | 3 2 1 |
| 8. Degree of conviction in own beliefs                                                                                                                                        | 5    | 4       | 3 2 1 |
| 9. Degree of loyalty to superiors and to the objectives of the District                                                                                                       | 5    | 4       | 3 2 1 |
| 10. Self-confidence                                                                                                                                                           | 5    | 4       | 3 2 1 |
| 11. Overall rating                                                                                                                                                            | 5    | 4       | 3 2 1 |

Signatures of Interview Team \_\_\_\_\_

APPENDIX D



Dallas Independent School District  
Leadership Training Program

107

Intern Preference Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Please indicate the type leadership experiences you are interested in should you be given the opportunity to participate in a Phase III and/or Phase IV internship.

A. Phase III - Summer:

- |                                                                      |                              |
|----------------------------------------------------------------------|------------------------------|
| ___ 1. School assignment: ___ high school/junior high ___ elementary |                              |
| ___ 2. Communications                                                | ___ 8. Elementary Operations |
| ___ 3. Personnel Development                                         | ___ 9. Special Programs      |
| ___ 4. Research & Evaluation                                         | ___ 10. Support Services     |
| ___ 5. Adaptive Education                                            | ___ 11. Personnel            |
| ___ 6. Instructional Services                                        | ___ 12. Business             |
| ___ 7. Secondary Operations                                          |                              |

Comments or additional information: \_\_\_\_\_

B. Phase IV - School term:

- |                                                                       |                              |
|-----------------------------------------------------------------------|------------------------------|
| ___ 1. School assignment: ___ high school ___ middle school ___ elem. |                              |
| ___ 2. Communications                                                 | ___ 7. Secondary Operations  |
| ___ 3. Personnel Development                                          | ___ 8. Elementary Operations |
| ___ 4. Research & Evaluation                                          | ___ 9. Special Programs      |
| ___ 5. Adaptive Education                                             | ___ 10. Support Services     |
| ___ 6. Instructional Services                                         | ___ 11. Personnel            |
|                                                                       | ___ 12. Business             |

Comments or additional information: \_\_\_\_\_

C. General comments about your professional aspirations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

APPENDIX E

## LEADERSHIP TRAINING INTERN EVALUATION

Name \_\_\_\_\_

Intern Assignment \_\_\_\_\_

## Interns Overall Rating

Excellent

Good

Unacceptable

☐☐☐

I recommend/do not recommend this intern for consideration for an administrative assignment.

If you do not recommend this intern, please indicate your reasons \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please list the leadership strengths of this intern \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Other Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## I. Health and Appearance

## COMMENTS

Excellent      Good      Unacceptable

☐☐☐

- A. His dress and grooming are appropriate.
- B. He maintains poise and stability
- C. He demonstrates vigor and vitality in the performance of his duty

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## II. Professional Attitude and Conduct

## COMMENTS

Excellent      Good      Unacceptable

☐☐☐

- A. He maintains a continuous effort to achieve professional development and attitudes and conduct
- B. He observes professional ethics and cooperates with the entire staff; seeks, shares, and respects ideas of others
- C. He is open to suggestions for professional improvement and has a capacity for change
- D. He supports established administrative policies and directives
- E. He demonstrates a high degree of understanding and skill of the education process
- F. He has an awareness of the problems of our changing society
- G. He displays tact and common sense
- H. He demonstrates his ability to establish community rapport

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### III. Management

COMMENTS

111

Excellent      Good      Unacceptable

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

- A. He creates an atmosphere conducive to learning
- B. He maintains order; handles discipline problems; is firm, and consistent, but friendly; is self-confident in his management skills
- C. He is orderly and businesslike and indicates planning and control
- D. He maintains an atmosphere conducive to freedom of thought and creative expression, and shows respect for opinions and suggestions of others
- E. He is responsible for school property
- F. He prepares reports in an efficient and timely manner

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### IV. Results of Supervision

Excellent      Good      Unacceptable

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

- A. He demonstrates resourcefulness in methods and devices
- B. He plans and makes necessary arrangements in advance for materials, equipment, and supplies
- C. He demonstrates both written and oral communication skills
- D. He adapts plans to circumstances; adapts methods and techniques to individual needs; develops new methods and materials to fit the changing curriculum.
- E. Demonstrates an understanding of the evaluation of procedure as a positive factor in the improvement of instruction

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APPENDIX F



# PRINCIPALS' AND/OR MANAGERS' REPORT\* ON INTERN(S)

113

Name \_\_\_\_\_ Building/Department Assignment \_\_\_\_\_

Present assignment of work \_\_\_\_\_

| Rating                                      | Superior | Excellent | Good | Acceptable | Not Acceptable | Remarks |
|---------------------------------------------|----------|-----------|------|------------|----------------|---------|
| 1. Personal                                 |          |           |      |            |                |         |
| 1. General appearance                       |          |           |      |            |                |         |
| 2. Health                                   |          |           |      |            |                |         |
| 3. Enthusiasm and cheerfulness              |          |           |      |            |                |         |
| 4. Punctuality and reliability              |          |           |      |            |                |         |
| 5. Tact and common sense                    |          |           |      |            |                |         |
| 2. Professional                             |          |           |      |            |                |         |
| 1. Evidence of leadership training          |          |           |      |            |                |         |
| 2. Cooperation and loyalty                  |          |           |      |            |                |         |
| 3. Attitude toward constructive criticism   |          |           |      |            |                |         |
| 4. Professional interest and growth         |          |           |      |            |                |         |
| 3. Management                               |          |           |      |            |                |         |
| 1. Skill of managing people                 |          |           |      |            |                |         |
| 2. Concern for total educational atmosphere |          |           |      |            |                |         |
| 3. Attention to details and routine         |          |           |      |            |                |         |
| 4. Care/concern for equipment/resources     |          |           |      |            |                |         |
| 4. Supervision                              |          |           |      |            |                |         |
| 1. Expectations are made clear and definite |          |           |      |            |                |         |
| 2. Resourcefulness in supervisory tasks     |          |           |      |            |                |         |
| 3. Skill in making assignments              |          |           |      |            |                |         |
| 4. Concern for needs of individuals         |          |           |      |            |                |         |
| GENERAL RATING                              |          |           |      |            |                |         |

Does the intern:

Have potential as a leader? \_\_\_\_\_

Work well with students? \_\_\_\_\_

Work well with teachers? \_\_\_\_\_

Work well with parents? \_\_\_\_\_

Support the policies and procedures of the Dallas Independent School District? \_\_\_\_\_

Assume extra assignments? \_\_\_\_\_

\*\*\*\*\*

Have you held any conferences with the intern to discuss his/her internship? \_\_\_\_\_

Is the intern making satisfactory progress? \_\_\_\_\_

Date \_\_\_\_\_ (Signed) \_\_\_\_\_

Principal or Manager

\*One of three (3) to be completed in 1975-1976

Dallas Independent School District  
Management Academy

Course Proposal  
Leadership Training Program  
Phase II - Spring 1976

1.0 Rationale for LTP:

New societal forces and technological advances are changing the role of educational leaders and making obsolete much of the professional training they have traditionally received. This makes their task difficult in some respects - but at the same time it is clear that new opportunities for growth and leadership must be presented.

In short, the educational leaders of today will, of necessity, differ markedly from their predecessors. This means that new concepts, skills and values must be developed; and careful procedures for recruiting, selecting, appointing, assigning, and promoting educational leaders must be established.

The Leadership Training Program is designed to meet these challenges by providing the Dallas Independent School District with highly qualified candidates who have been trained to be leaders in today's changing society with particular emphasis on the unique needs of the urban setting.

2.0 The goal of Phase II is threefold:

- 2.1 To provide opportunities in a class-type setting for participants to gain knowledge, skills, and understanding of the various leadership roles and competencies desired in the urban setting of DISD.
- 2.2 To provide participants with leadership skills designed to assist school staffs to develop competencies needed in urban schools.
- 2.3 To provide a pool of qualified persons to be considered for leadership positions in the DISD.

3.0 Expected Outcomes of Phase II

3.1 Leadership Training Program-Orientation

Each participant will:

- 3.11 Become familiar with the guidelines governing the four-phase Leadership Training Program with particular attention being given to the selection processes used as a person progresses from Phase I through Phase IV.
- 3.12 Understand the need for leadership skills that will enable him/her to perform more effectively as a teacher in a classroom setting.
- 3.13 Become aware of his/her individual competencies in English proficiency and assess his/her degree of flexibility as determined by standard examinations.

3.2 Dallas Independent School District - Orientation

Each participant will:

- 3.21 Engage in an analysis of the DISD statement of philosophy and assess his/her compatibility with this philosophy.
- 3.22 Engage in a systematic study of the goals and objectives of the District and the organization designed to attain the goals as outlined in Benchmarks for Quality and Equality In Education.
- 3.23 Engage in training activities designed to acquaint them with the operational policies and procedures as stated in the Administrative Policies and Procedures Manual of the District.
- 3.24 Study, analyze, and observe the role, function, and operation of the Board of Education in the formation of educational policy as it assesses needs, assigns priorities, allocates resources, evaluates processes and results and communicates with various publics.

3.3 Leadership and Management Emphasis

- 3.31 Each participant will engage in training activities designed to:
  - 3.311 Enable him/her to understand the various concepts of leadership and management.
  - 3.312 Become aware of the ethnic, socio-economic, educational and other diversity that exists in the DISD and how these affect leadership and management competencies.
  - 3.313 Contrast, study, and understand autocratic and participatory leadership styles and recognize the need for the development of positive personnel, pupil and public relations competencies.
  - 3.314 Develop respect for the ideas and opinions of others, maintain staff rapport and translate problems or goals into terms to which others can relate or contribute.
  - 3.315 Participate in the Shady Acres In-Basket simulation exercise in decision making.
- 3.32 Each participant will engage in educational needs assessment training activities designed to provide him/her with the necessary skills to:
  - 3.321 Develop and maintain a system for gathering data to initiate an educational needs assessment process.
  - 3.322 Formulate perceived needs statements which describe discrepancies between present condition and desired condition.
  - 3.323 Analyze, interpret, and synthesize pertinent data which substantiate perceived educational needs.
  - 3.324 Identify alternative solutions for meeting needs and assess the consequences of choosing an alternative/s.



- 3.33 Each participant will engage in training activities, on the subject of planning, and plan making designed to provide him/her with the ability to:
- 3.331 Identify, establish and commit to writing long range goals and objectives.
  - 3.332 Specify in writing short range and intermediate goals in terms that describe anticipated performance, processes or events.
  - 3.333 Specify funds, personnel, facilities, and other resources for the accomplishment of specific goals.
  - 3.334 Translate these resources into written program activities and schedules which establish the framework for managing educational programs.
  - 3.335 Interpret a variety of research, evaluation and other information which is relevant to planning and plan making.
- 3.34 Each participant will engage in training activities designed to assist him/her to:
- 3.341 Demonstrate a commitment to professional education.
  - 3.342 Exhibit an awareness of the need for educational leadership, emphasizing increased learning in the school.
  - 3.343 Demonstrate a knowledge of historical developments and current practices and trends in education.
  - 3.344 Understand the importance and contributions of professional education organizations.

#### 3.4 Instructional Emphasis

- 3.41 Each participant will engage in training activities designed to assist him/her to:
- 3.411 Become familiar with the districts' current efforts to revise the instructional program, particularly through the development of Baseline Curricula.

3.412 Develop further a general understanding of the major elements of each of the District's Baseline Curriculum and the administrative organization and resources for its implementation.

3.413 Develop a general understanding of the elements of a comprehensive instructional management system with particular emphasis on:

3.4131 The use of management profile information.

3.4132 The development of instructional strategies.

3.4133 The development of performance objectives.

3.41334 The utilization of personnel.

3.41335 The professional development of personnel.

3.41336 The evaluation of personnel.

3.41337 The utilization of instructional resources.

3.41338 The basic elements of program evaluation.





## dallas independent school district

Leadership Training Program  
Spring 1976Nolan Estes  
General SuperintendentA Cooperative Program  
between DISD and the  
Federation of North Texas Universities  
NTSU, ETSU, TWU

Professor of Record: Dr. Doyne McNew, ETSU

Schedule

| <u>Day/Date</u>    | <u>Time</u> | <u>Topic</u>                                                                                                                                                   |                                                                                |
|--------------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Thursday, March 18 | 5-8 p.m.    | LTP Orientation                                                                                                                                                | Mr. Gene E. Davenport<br>Director-Management<br>Academy<br>DISD                |
| Thursday, March 25 | 5-8 p.m.    | Review of<br>Benchmarks For Quality<br>and<br>Equality In Education<br><br>(Philosophy, Goals,<br>Program Budgets,<br>Organization, Staffing,<br>Whom to Call) | Dr. Joe M. Pitts<br>Assistant Superintendent-<br>Personnel Development<br>DISD |
| Thursday, April 1  | 5-8 p.m.    | Leadership In An Urban<br>School District                                                                                                                      | Mr. Gene E. Davenport                                                          |
| Thursday, April 8  | 5-8 p.m.    | Leadership & Management<br>In An Urban School<br>District                                                                                                      | Dr. Doyne McNew<br>Professor of Education<br>Administration<br>ETSU            |
| Thursday, April 22 | 4-7 p.m.    | Planning & Goal<br>Setting In A Urban<br>School District                                                                                                       | Dr. Hoyt Watson<br>Professor of Education<br>Administration<br>NTSU            |

## APPENDIX I (continued)

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|                    |                        |                                                                                                                                                                |                                                                                                                                                                                                                        |
|--------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Thursday, April 29 | 4-7 p.m.               | Instructional Leadership<br>In An Urban School<br>District                                                                                                     | Dr. John McFarland<br>Dean of Education<br>TWU                                                                                                                                                                         |
| Thursday, May 6    | 4-7 p.m.               | Research & Use of<br>Data In An Urban<br>School District                                                                                                       | Dr. William Webster<br>Deputy Associate<br>Superintendent -<br>Research & Evaluation<br>DISD                                                                                                                           |
| Friday, May 7      | 4-7 p.m.               | Policy & Decision<br>Making In An Urban<br>School District                                                                                                     | Mr. Robby Collins<br>Director-Ombudsman's<br>Office<br>DISD<br><br>Mr. Larry Ascough<br>Assistant Superintendent-<br>Communications<br>DISD<br><br>Dr. Lynn Turner<br>Professor of Education<br>Administration<br>ETSU |
| Tuesday, May 11    | 6-9 p.m.               | Attend-School Board                                                                                                                                            |                                                                                                                                                                                                                        |
| Wednesday, May 12  | 4-7 p.m.               | Policy & Decision<br>Making In An Urban<br>School District                                                                                                     |                                                                                                                                                                                                                        |
| Thursday, May 13   | 4-7 p.m.               | Review of<br>Benchmarks For Quality<br>and<br>Equality In Education<br><br>(Philosophy, Goals,<br>Program Budgets,<br>Organization, Staffing,<br>Whom to Call) | Dr. Joe M. Pitts                                                                                                                                                                                                       |
| Tuesday, May 18    | 4-7 p.m.               | Humanizing Education<br>In A Diverse Urban<br>School District                                                                                                  | Dr. Nolan Estes<br>General Superintendent<br>DISD                                                                                                                                                                      |
| Thursday, May 20   | 4-7 p.m.               | Testing:<br>English Comprehensive<br>Examination<br>Rokeach Dogmatism<br>Examination                                                                           | Mr. Gene E. Davenport                                                                                                                                                                                                  |
| Saturday, May 22   | 9:00 a.m.<br>3:00 p.m. | Conclusion & Evaluation                                                                                                                                        | Dr. Doyne McNew<br>Dr. Joe M. Pitts<br>Mr. Gene E. Davenport                                                                                                                                                           |



EAST TEXAS STATE UNIVERSITY

121

March 26, 1976

Mr. Gene Davenport  
Facilitator Phase II Dallas L.T.P.  
3700 Ross Avenue  
Dallas, Texas 75204

Dear Gene:

I have re-examined the outline for the Phase II of the Dallas ISD Management Academy Leadership Training Program which we developed March 24, 1976. You intend to reword the topics to include the multi-cultural aspect of the total program. I think this is significant. I have arranged with N.T.S.U. and T.W.U. to cover their assigned topics. I am sure you have contacted the other selected resource people for their topics.

In order to insure substance and credibility to this program, I believe each topic should be developed around the following components:

1. Each topic should have stated objectives. These objectives should be prepared in advance and a copy given to each participant.
2. It is suggested that a list of study questions for each topic be prepared and given to each participant far enough in advance for thought and research.
3. The method of presentation should be designed to fit the needs of the participants and the available resources.
4. Some type of evaluation should be made for each topic.
5. A reference list should be prepared for each topic so that outside reading can be done.
6. For those who want college credit, I suggest that a term paper be prepared and submitted during the enrollment time when credit is claimed. This should be a scholarly paper which merits the satisfaction of the participant's advisor.

Sincerely yours,

*L. Doyle McNew*

L. Doyle McNew, Head  
Educational Administration

DALLAS INDEPENDENT SCHOOL DISTRICT  
SCHOOL ADMINISTRATION BUILDING 3700 ROSS AVE.

122

March 3, 1976

To: Mr. R. L. Barton

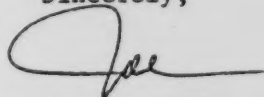
Subject: ITEM OF INFORMATION: Meeting with Deans Truax, Horvat and McFarland

Today Gene and I hosted the Deans, for lunch at the Chaparral Club, to gain closure on operationalizing phase II of the Leadership Training Program. The major items of discussion were as follows:

1. East Texas State University will serve as the initial catalyst with Dr. L. Doyme McNew, probably serving as the lead professor. He will work with me and Gene to cooperatively plan and implement the activities. Each year, leadership will rotate with TWU assuming leadership for next year (NTSU has had their turn in the past). This arrangement will facilitate the granting of credit through the North Texas Federation.
2. Each Dean is to submit a "talent list" for us to select from, to insure that the best representative from the three participating institutions leads particular sessions.
3. We retain the right to utilize leaders from outside the three institutions.
4. We will conduct the Orientation Session on March 18, 1976, 5-8 p.m., at the Management Academy, for the 26 participants.
5. A planning meeting will be held before March 18, 1976, with Dr. Truax and Dr. McNew (if he is selected) to finalize plans for the 45 hours of activities.
6. An additional meeting will be held with appropriate professors of administration and department heads for the purpose of gaining their approval and commitment. This meeting will be held March 22, 1976 at the ETSU Metro Center at 1 p.m.

Gene and I feel real good about today's meeting and without a doubt this year's program will be superior to those of the past. Hopefully, in due time, it will be even better.

Sincerely,



Joe M. Pitts  
Assistant Supt. - Personnel  
Development

JMP:ls

cc: Gene Davenport

APPENDIX L

DALLAS INDEPENDENT SCHOOL DISTRICT  
MANAGEMENT ACADEMY

123

Orientation  
Leadership Training Program  
Interview Teams

4:00-5:00 p.m. January 20, 1976

Introduction

Role and Function of Advisory Committee

Discussion - Leadership Training Program

Orientation - Interview process

Plans for January 26-27

Interview Teams

A

Clifton Julian  
Leon King  
Juanita Nix  
Gladys Williams  
Chauncey Hightower

B

\*Ruby Abel  
Bob Bourdene  
Joseph McKnight  
Al Mendez  
Bob Watkins

C

\*John O'Glee  
Nancy Burns  
Jose Manzano  
Ann Kieschnick  
Alfred Roberts

D

Nan Kurtz  
Pablo Armendariz  
Theodore Lee  
Hazel Partee  
Manuela Pedraza

E

\*John Ligon  
Charlie Kirkpatrick  
David Gonzales  
Domingo Regalado  
Jerline Kennedy

F

\*Bob Brown  
Chris Carrizales  
Leon Hayes  
Selena Dorsey  
Justin Wakeland

G

\*Louis Bledsoe  
Bob Stokes  
Estella Doty  
Finis Tatum  
Pablo Perez

Interview Team Leader  
Advisory Committee Member



DALLAS INDEPENDENT SCHOOL DISTRICT  
MANAGEMENT ACADEMY

Leadership Training Program  
Interview Schedule

Monday, January 26, 1976

| <u>Team</u> | <u>No.<br/>Interviews</u> | <u>Location</u>                           | <u>Time*</u> |
|-------------|---------------------------|-------------------------------------------|--------------|
| B           | 6                         | Auditorium-School Administration Building | 3:00-5:30    |
| D           | 6                         | Superintendents' Conference Room          | 3:00-5:30    |
| F           | 7                         | Management Academy                        | 3:00-6:00    |

Tuesday, January 27, 1976

| <u>Team</u> | <u>No.<br/>Interviews</u> | <u>Location</u>                           | <u>Time*</u> |
|-------------|---------------------------|-------------------------------------------|--------------|
| A           | 6                         | Auditorium-School Administration Building | 3:00-5:30    |
| C           | 6                         | Room 346-School Administration Building   | 3:00-5:30    |
| E           | 6                         | Superintendents' Conference Room          | 3:00-5:30    |
| G           | 7                         | Management Academy                        | 3:00-6:00    |

\* Interviews will be 20 minutes each (3:00-3:20; 3:20-3:40; 3:40-4:00; 4:00-4:20; 4:20-4:40; 4:40-5:00; 5:00-5:20). Teams A, B, C, D, E will spend 5:00-5:30 discussing the applicants and completing a consensus interview form on each person interviewed (teams F and G will do so 5:20-6:00).



APPENDIX L (continued)  
DALLAS INDEPENDENT SCHOOL DISTRICT  
Management Academy  
Leadership Training Program

125

Interview Schedule  
by  
DSAA Leadership Council  
January 26, 1976  
3:00-6:00 p.m.

Auditorium Stage

Interviewing Team

Ruby Abel\*  
Bob Bourdene  
Joseph McKnight  
Al Mendez  
Bob Watkins

Candidates

|           |                   |
|-----------|-------------------|
| 3:00-3:20 | William Rakestraw |
| 3:25-3:45 | Kedric Couch      |
| 3:50-4:10 | Joe Davis         |
| 4:15-4:35 | Jane Lampton      |
| 4:40-5:00 | Susan Braxton     |
| 5:05-5:25 | Stephen Tompkins  |

\* Team Leader

Phase II  
Spring, 1975Results

128

Evaluation

Please indicate your response to each statement about Phase II of the LTP by circling a number and adding appropriate comments:

- A. The amount of knowledge which I gained about leadership theory and leadership styles was: 2(10%) 3(14%) 9(43%) 7(33%) 21(100%)

1 2 3 4 5 6 7  
Inadequate Adequate

Comments: \_\_\_\_\_

- B. The understanding I have of the "Operations" Department of the DISD is: 3(14%) 8(36%) 9(41%) 2(9%) 22(100%)

1 2 3 4 5 6 7  
Inadequate Adequate

Comments: \_\_\_\_\_

- C. The understanding I have of the role and function of the DISD Personnel Relations staff is: 2(9%) 4(18%) 4(18%) 12(55%) 22(100%)

1 2 3 4 5 6 7  
Inadequate Adequate

Comments: \_\_\_\_\_

- D. The understanding I have of the role and function of the DISD Personnel Development Department is: 3(14%) 7(32%) 4(18%) 8(36%) 22(100%)

1 2 3 4 5 6 7  
Inadequate Adequate

Comments: \_\_\_\_\_

- E. The understanding I have of the role and function of the DISD Personnel Department is: 2(9%) 7(32%) 10(45%) 3(14%) 22(100%)

1 2 3 4 5 6 7  
Inadequate Adequate

Comments: \_\_\_\_\_

F. The knowledge I gained about the theory of Curriculum Development 127

(Dr. McIntyre) is:

|              |   |       |        |        |        |            |          |
|--------------|---|-------|--------|--------|--------|------------|----------|
| 1            | 2 | 3     | 4      | 5      | 6      | 7          | 21(100%) |
|              |   | 1(5%) | 5(24%) | 3(14%) | 8(38%) | 4(9%)      |          |
| Insufficient |   |       |        |        |        | Sufficient |          |

Comments: \_\_\_\_\_

G. The understanding I have of the role and function of the DISD Special Programs Department is:

|            |       |       |        |        |        |          |          |
|------------|-------|-------|--------|--------|--------|----------|----------|
| 1          | 2     | 3     | 4      | 5      | 6      | 7        | 22(100%) |
| 1(5%)      | 1(5%) | 1(5%) | 6(27%) | 6(27%) | 6(27%) | 1(5%)    |          |
| Inadequate |       |       |        |        |        | Adequate |          |

Comments: \_\_\_\_\_

H. The understanding I have of the role and function of the DISD Instructional Services Department is:

|            |   |   |       |        |        |          |          |
|------------|---|---|-------|--------|--------|----------|----------|
| 1          | 2 | 3 | 4     | 5      | 6      | 7        | 22(100%) |
|            |   |   | 1(5%) | 6(27%) | 7(32%) | 8(36%)   |          |
| Inadequate |   |   |       |        |        | Adequate |          |

Comments: \_\_\_\_\_

I. The understanding I have of the role and function of the school board is:

|            |   |   |       |        |        |          |          |
|------------|---|---|-------|--------|--------|----------|----------|
| 1          | 2 | 3 | 4     | 5      | 6      | 7        | 22(100%) |
|            |   |   | 1(4%) | 5(23%) | 5(23%) | 11(50%)  |          |
| Inadequate |   |   |       |        |        | Adequate |          |

Comments: \_\_\_\_\_

J. The knowledge I gained from the simulated decision making sessions (Shady Acres In Basket) was:

|            |   |   |       |       |        |            |          |
|------------|---|---|-------|-------|--------|------------|----------|
| 1          | 2 | 3 | 4     | 5     | 6      | 7          | 22(100%) |
|            |   |   | 2(9%) | 1(4%) | 5(23%) | 14(64%)    |          |
| Not        |   |   |       |       |        | Very       |          |
| Worthwhile |   |   |       |       |        | Worthwhile |          |

Comments: \_\_\_\_\_

K. My attitude about the Leadership Training Program (Phase II) as a whole is:

|            |   |   |   |        |        |            |          |
|------------|---|---|---|--------|--------|------------|----------|
| 1          | 2 | 3 | 4 | 5      | 6      | 7          | 22(100%) |
|            |   |   |   | 3(14%) | 8(36%) | 11(50%)    |          |
| Not        |   |   |   |        |        | Very       |          |
| Worthwhile |   |   |   |        |        | Worthwhile |          |

Comments: \_\_\_\_\_

L. In terms of content, this class was:

|             |       |       |   |        |        |             |          |
|-------------|-------|-------|---|--------|--------|-------------|----------|
| 1           | 2     | 3     | 4 | 5      | 6      | 7           |          |
|             |       | 1(5%) |   | 3(14%) | 6(29%) | 11(52%)     | 21(100%) |
| Not         |       |       |   |        |        | Very        |          |
| Informative |       |       |   |        |        | Informative |          |
| Comments:   | _____ |       |   |        |        |             |          |

M. Please note any recommendations for improving this class: \_\_\_\_\_

N. Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluation

- A. The amount of knowledge which I gained about leadership theory and leadership styles was:

Comments:

Needed more time.

Group discussions and interactions on Leadership were most helpful.

- B. The understanding I have of the "Operations" Department of the DISD is:

Comments:

Wish Mr. Fridia had been able to appear.

Would like to have heard Fridia and Griffin.

A presentation of Elementary Operations would have been helpful.

Elementary Operations was not available- Secondary operations presentation was excellent.

We would have benefitted from the Elementary Division being included. If the Assistant Superintendent - Elementary was unable, why not the Department Assistant or one or more Directors of Elementary Operations.

Much greater than when I started, but still room for a lot more understanding.

Missed Mr. Fridia.

- C. The understanding I have of the role and function of the DISD Personnel Relations staff is:

Comments:

Very impressed.

Excellent presentation.

Great session!

Outstanding!

Much greater than when I started, but still room for a lot more understanding.



- D. The understanding I have of the role and function of the DISD Personnel Development Department is:

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Comments:

Were not prepared or organized.

Much greater than when I started, but still room for a lot more understanding.

- E. The understanding I have of the role and function of the DISD Personnel Department is:

Comments:

Was not too well organized.

- F. The knowledge I gained about the theory of Curriculum Development (Dr. McIntyre) is:

Comments:

Please allow him more time.

Needed more time.

More time on this area would have been valuable.

Not enough time for anyone without some knowledge of curriculum development.

This was a very beneficial session- however, time was too short for the amount of information to be given.

Lack of time.

Gained much from exercises performed by us.

- G. The understanding I have of the role and function of the DISD Special Programs Department is:

Comments:

Very, very disappointed in presenter. The concept of Bilingual Education is excellent-but leadership is poor!

Needed someone to talk on Title I projects.

The speaker did not seem to have adequate information.

We did not explore these in class. My knowledge is prior. The Bilingual presentation as one program was "6" in adequate but we could have benefitted from Title explanations and Adaptive Education.

Much more understanding than when I started but need more.



H. The understanding I have of the role and function of the DISD Instructional Services Department is:

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Comments:

Very good presentation.

This portion of the training program was in my opinion very outstanding.

I. The understanding I have of the role and function of the school board is:

Comments:

Mr. Davenport presented the class with an excellent historical review of the school board.

Would like much more class discussion on this after seeing, meeting and having a session with several of the Board Members.

My answer is based on a course I took last fall more than from this course - will meet school board next week.

Should be better after 6-10-75.

J. The knowledge I gained from the simulated decision making sessions (Shady Acres In Basket) was:

Comments:

This exercise was an "eye opener" - most practical - made us aware of principal's responsibilities and need for ability to make quick decisions.

One of the better sessions.

Should have had more of these simulations.

Needed more discussion afterward.

K. My attitude about the Leadership Training Program (Phase II) as a whole is:

Comments:

Please give future classes a semester to assimilate all this information.

The program is excellent. It provides a future administrator with an overall knowledge of the operations of the DISD.

Too short and not well organized.

The time element was somewhat of a hardship especially being at this time of the year - It has been very meaningful to me.

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The Time we had influenced me marking 6, we were rushed.

Time was too limited.

L. In terms of content, this class was:

Comments:

Mainly due to lack of time and lack of preparation on "presenters" part.

I gained more understanding of the overall parts of the district that must "mesh" together in order for the total program to be meaningful.

Very good - still time was too limited.

M. Please note any recommendations for improving this class:

An appearance by Dr. Estes. Please include an explanation of each Assistant Superintendent's role and function.

It would be a worthwhile experience to have the opportunity to have Dr. Estes meet with the class at the beginning or the end.

More organization, time and emphasis on personal concepts of the members of the class.

Hopefully, future classes will be spread over a wider time span to allow for individual research time between classes.

More "In Basket" type sessions.

The subjects covered are very important, too important for the amount of time devoted to it. More time should be allowed. The Shady Acres experience was valuable but each problem should be given more time for new administrators to feel comfortable.

The speakers for the most part were ill prepared to speak about our concerns. Robie Collins was the best one. He came, he saw, and he delivered.

Several people in the group came from different department. I think it worth the effort to allow each person to share his responsibilities and problems.

Should have Title Programs and especially Adaptive Education since Plan A is on the scene.

Have more simulation.

Start program on time so the students won't be rushed.

Do not have so many meeting during one week.

The use of more decision making activities.

The speakers better informed on what we need.

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The evaluation statements should be improved. The present ones in a way are ambiguous as to what the person being evaluated does not know if the statements refer to the individual's own knowledge and not acquired from program or vice-versa.

Would be profitable to meet with Dr. Estes. Need more contact with control staff.

N. Comments:

The training program provided many valuable experiences and opportunities for all of us to know more about all the over-all operations of the DISD.

I feel that this has been a very profitable experience. Many of the sessions were quite informative. The group buzz sessions were very valuable also.

Very well planned program.

Very helpful program.

In terms of personal growth, I feel this phase of the Leadership Training Program has been of great benefit to me. I certainly appreciate the able direction of Dr. Kingery and Mr. Davenport.

Through listening from the experiences of people who work in various departments for the DISD. It has helped me to develop a better judgment and uncover some additional facts I was not aware of.

I would suggest including the above rather than Dr. McIntyre. (Should have Title Programs and especially Adaptive Education since Plan A is on the scene. I am extremely proud to part of a district in which are found such superior quality of Central Staff as our presentors proved themselves.

I enjoyed very much being a participant.

Keep Gene Davenport as director.

I enjoyed Mr. Collins very much, he was very informative.

Why are there so few male anglo students?

# APPENDIX N

## Summary of Participants' Attitude Towards Phase II of the Leadership Training Program Spring 1976

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### A. The orientation session to the LTP by Gene Davenport was:

| Inadequate |        |        |        |        |         | Adequate |           |
|------------|--------|--------|--------|--------|---------|----------|-----------|
| 1          | 2      | 3      | 4      | 5      | 6       | 7        |           |
| 0 (0%)     | 0 (0%) | 0 (0%) | 1 (4%) | 1 (4%) | 7 (29%) | 15 (63%) | 24 (100%) |

### B. The knowledge I gained as a result of the sessions on district goals and philosophies led by Dr. Pitts was:

| Insufficient |        |        |        |        |         | Sufficient |           |
|--------------|--------|--------|--------|--------|---------|------------|-----------|
| 1            | 2      | 3      | 4      | 5      | 6       | 7          |           |
| 0 (0%)       | 0 (0%) | 1 (4%) | 0 (0%) | 2 (8%) | 9 (36%) | 13 (52%)   | 25 (100%) |

### C. The insights I gained about leadership in an urban setting as a result of the session led by Gene Davenport was:

| Not Worthwhile |        |        |        |        |         | Very Worthwhile |           |
|----------------|--------|--------|--------|--------|---------|-----------------|-----------|
| 1              | 2      | 3      | 4      | 5      | 6       | 7               |           |
| 0 (0%)         | 0 (0%) | 0 (0%) | 0 (0%) | 2 (8%) | 5 (20%) | 18 (72%)        | 25 (100%) |

### D. The knowledge I gained about organizational structure and management as a result of the session led by Dr. Turner was:

| Insufficient |   |        |        |        |         | Sufficient |           |
|--------------|---|--------|--------|--------|---------|------------|-----------|
| 1            | 2 | 3      | 4      | 5      | 6       | 7          |           |
| 0 (0%)       | 1 | 0 (0%) | 1 (4%) | 2 (8%) | 6 (24%) | 15 (60%)   | 25 (100%) |

### E. The knowledge I gained from the session on goal setting and planning led by Dr. Watson was:

| Insufficient |        |        |        |         |         | Sufficient |           |
|--------------|--------|--------|--------|---------|---------|------------|-----------|
| 1            | 2      | 3      | 4      | 5       | 6       | 7          |           |
| 0 (0%)       | 0 (0%) | 2 (8%) | 0 (0%) | 3 (12%) | 9 (38%) | 10 (42%)   | 24 (100%) |

### F. The knowledge I gained from the session on instructional leadership by Dr. McFarland was:

| Insufficient |        |        |        |        |         | Sufficient |           |
|--------------|--------|--------|--------|--------|---------|------------|-----------|
| 1            | 2      | 3      | 4      | 5      | 6       | 7          |           |
| 0 (0%)       | 0 (0%) | 0 (0%) | 1 (4%) | 2 (9%) | 3 (13%) | 17 (74%)   | 23 (100%) |

### G. The knowledge I gained from Dr. Denton and staff on research and profiling was:

| Insufficient |        |        |        |         |         | Sufficient |           |
|--------------|--------|--------|--------|---------|---------|------------|-----------|
| 1            | 2      | 3      | 4      | 5       | 6       | 7          |           |
| 0 (0%)       | 0 (0%) | 0 (0%) | 2 (8%) | 5 (20%) | 6 (24%) | 12 (48%)   | 25 (100%) |

- H. The knowledge I gained from the sessions on policy and decision making by Dr. Turner, Mr. Collins, and Mr. Ascough was:

| Insufficient |        |        |        |        | Sufficient |          |           |
|--------------|--------|--------|--------|--------|------------|----------|-----------|
| 1            | 2      | 3      | 4      | 5      | 6          | 7        |           |
| 0 (0%)       | 0 (0%) | 0 (0%) | 0 (0%) | 1 (4%) | 6 (24%)    | 18 (72%) | 25 (100%) |

- I. The knowledge I gained from the session of humanizing education led by Dr. Estes was:

| Insufficient |        |        |        |        | Sufficient |          |           |
|--------------|--------|--------|--------|--------|------------|----------|-----------|
| 1            | 2      | 3      | 4      | 5      | 6          | 7        |           |
| 0 (0%)       | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (12%)    | 22 (88%) | 25 (100%) |

- J. My reactions to the testing phase of the LTP was:

| Negative |        |        |         |         | Positive |         |           |
|----------|--------|--------|---------|---------|----------|---------|-----------|
| 1        | 2      | 3      | 4       | 5       | 6        | 7       |           |
| 0 (0%)   | 0 (0%) | 0 (0%) | 3 (12%) | 8 (33%) | 4 (17%)  | 9 (38%) | 24 (100%) |

- K. In general, my attitude about the LTP was:

| Negative |        |        |        |        | Positive |          |           |
|----------|--------|--------|--------|--------|----------|----------|-----------|
| 1        | 2      | 3      | 4      | 5      | 6        | 7        |           |
| 0 (0%)   | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 3 (12%)  | 22 (88%) | 25 (100%) |

- L. My reaction to the combining of resources of the DISD, TWU, NTSU, and ETSU was:

| Negative |        |        |        |        | Positive |          |           |
|----------|--------|--------|--------|--------|----------|----------|-----------|
| 1        | 2      | 3      | 4      | 5      | 6        | 7        |           |
| 0 (0%)   | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 2 (8%)   | 23 (92%) | 25 (100%) |



Comments on  
Phase II of the Leadership Training Program  
Spring 1976

A. The orientation session to the LTP by Gene Davenport was:

The session was tremendous. I was very enlightened.

I circled #6 most consistantly because I felt the program was very good but felt a time constraint and an energy constraint after being in the classroom with super energy demands all day.

He was working under time constraints and lack of information necessary to give us any more information at that time.

Gave us insight as to what was to happen and decisions to be made.

Persons would not anticipate an immediate position after this training.

I felt I fully understood the overview of the program.

Outstanding job of orientation in light of the fact that the program was begun behind schedule.

Made us feel comfortable from the first day, seemed most anxious that each of us had been chosen because we were wanted.

Gene, was very flexible - he encouraged and welcomed our remarks and inputs.

He presented information very effectively concerning the plans for future sessions.

I feel that it gave a very relaxed atmosphere to begin an undertaking.

He gave an excellent overview of the LTP Program and this gave an insight of what to anticipate and the expected role each participant would play.

I think the foundation for the program was very well laid out in this session.

The only difficulty was that all the arrangements had not been made for the Phase II at the time of orientation.



There were plans made before class with room for flexibility which make you feel like a part in the beginning.

Very well-since Gene had to contact the professors and district people before definite dates could be given.

Could have had more information as far as specifics go to give us more direction, not leaving us in the dark so long.

Considering the time element-adequate

Made me feel comfortable about being in the program.

- B. The knowledge I gained as a result of the sessions on district goals and philosophies led by Dr. Joe Pitts was:

The knowledge gained was tremendous. I wish we had more time to continue in this area.

The written exercise was very beneficial and more of the same would be helpful.

We could have used more of it.

I would like to see future classes spend more time on Benchmarks, maybe assign one department per week - discussions.

Benchmarks is a good basis from which to start. Clarifying philosophy and goals is an essential beginning.

Dr. Pitts really knows how to communicate. I kept thinking he should have been wearing overalls and chewing a piece of straw.

Dr. Pitts' informality was very well received. I learned much from his presentation.

I would have liked for him to have spent more time with us, because from what I did hear him say - I know that he could have taught us much more.

Dr. Pitts seemed to have done very little planning for his sessions. I'm sure he has much more to offer than he did.

The assignment Dr. Pitts made was very beneficial.

Dr. Pitts put structure in the tasks that were assigned and each group knew exactly what was expected.

Very good. I especially enjoyed the analysis assignment because I am at least thoroughly familiar with at least two departments.

The knowledge of the Benchmarks for quality and equality education as presented by Dr. Pitts revealed the district's goals and philosophies and showed the organizational structure involved in implementing such goals. It is an excellent source of information to refer to as needs arise.

The material was presented well but it would take several sessions like that to get a true understanding and working knowledge of the Benchmarks.

It was sufficient for the amount of time allowed. Through these sessions one was able to see the necessity for further familiarity with the district organization and each department's goals and philosophies.

Sufficient, that is, for now - I think there will always be additional information to be aware of.

Having never seen the Benchmarks, this gave light as to the structure of the District.

The first meeting was fine. I was absent the second.

We only needed more time to discover the function of the many different departments.

I think Dr. Pitts covered too much information in one session (try scheduling for more than one night).

My first real insight into the "Innards" of DISD. Very interesting and stimulating.

- C. The insights I gained about leadership in an urban setting as a result of the session led by Gene Davenport was:

I learned a great deal about leadership.

Quite helpful.

I was unavoidably detained at my work assignment, but that portion of his presentation I observed was very beneficial.

Gene sees and hears people - has shared with us many of the things that he has learned and indicates (as he teaches) that we can all learn just as he did.

The session was good, but it was a repeat of the material covered in college work already completed by most members of the class.

The insights were well worthwhile because my concerns are in an urban setting. The discussion of various leadership styles were most pertinent.

The leader in the urban setting should be able to communicate. He should be open minded. For democratic leadership it should be flexible. The leader serves as a manager who works with and through his subordinates. The leadership style should be democratic which may consist of a combination of telling, selling, consulting or joining.

My entire knowledge of leadership was broaden by being exposed to different leadership styles and seeing them work.

You got the whole District in focus, instead of the one building or department you are in.

This is such a broad topic - Maybe we should be a little more specific concerning the needs.

Very benefical and informative

- D. The knowledge I gained about organizational structure and management as a result of the session led by Dr. Lynn Turner was:

This was a very good session and very enlightening.

Covered organizational structure and management styles very well - Involved individuals.

I enjoyed Dr. Turner's lectures very much.

He is a good speaker - interesting, organized and informed.

Too vague and too general.

He was prepared; willing to share and I again had the feeling that he had much more to teach us if given the time.

Given the structure of a hierarchy, it was pointed out that all leaders are interdependent in the administration of an urban district.

He emphasized the importance of pre-planning, organization, staffing, determining the needs, directing, implementing goals in an urban setting. The systems approach is an excellent one to utilize in an urban setting.

Had similar information in university course.

Dr. Turner is very knowledgeable about both theory and practice - helpful.

The presentation fine. Necessary part of the program.

I appreciated the handout to refer back to in the future.

Very excellent I only wish we could have had more time with Dr. Turner.

- E. The knowledge I gained from the session on goal setting and planning led by Dr. Hoyt Watson was:

Very good information.

Well planned and good information.

Goal setting over a period of years was quite appropriate.

Too vague and too general. Also, I have had course work in these areas.

I felt that meeting with the feeling that I was only just beginning to learn about goal setting and planning although I have taken two college courses on these subjects this year.

Very important because planning and goal setting is the key to most everything.

This was a very helpful session. We had the opportunity to concern ourselves with the many factors that influence planning and goal setting.

I learned how to set different levels of each goal and then select the obtainable level of the goal, implement it and evaluate results.



Very good speaker. Gave a very down to earth and worthwhile exercise.

Absent on that day - April 22nd - sent to Austin (TEA) to deliver some documents.

Could have had another session.

- F. The knowledge I gained from the session on instructional leadership by Dr. John McFarland was:

This was excellent, tremendous, enlightening, wonderful. We needed more sessions with Dr. McFarland.

I was not here for this session.

He is an exciting speaker - his enthusiasm is catching.

Was absent on this date but from the report I received it seemed to have been very beneficial and sufficient.

A great motivator!

Very powerful ideas were presented in a most humble manner. Indeed, one of the most outstanding speakers we have had.

He is a real teacher! Listens to others - respects their ideas - yet gently moves you back to the subject at hand.

His presentation was excellently presented and his humanistic philosophy was evident throughout the presentation.

He emphasized interpersonal relations which is most important in a school setting. The student is the most important person.

Dr. McFarland gave us many helpful insights as to the role of the administrator as related to the instructional program.

Dr. McFarland's experiential knowledge, his own active participation in leadership roles is always productive.

Knew subject well and identified with needs of children and how to educate them.

Wish Dr. McFarland could give us a key to his dynamic and energetic style.

I thoroughly enjoyed the session. I think Dr. McFarland is a terrific instructor and speaker.

An assortment of information.

Somehow this didn't come across to me as effectively as the other sessions - I think he needed more time to develop points he was making.

- G. The knowledge I gained from Dr. Bill Denton and staff on research and profiling was:

Good information.

Some people had trouble with the statistics - possibly other sessions could cover this area - needed skills for principals to interpret test scores.

We need more sessions of this nature so we can

Good background information needed a little more time to complete the activity adequately

Outstanding in planning and execution.

This is the second time I've listened to Dr. Denton and I decided that I am just a slow learner in this area; - however things did become so much clearer to me this time.

Dr. Denton brought testing results, with him, which was very helpful.

R E and I S Department was explained in layman's terms and easily understood. The function and organization were clearly presented.

Very practical. Profiling is something we need more of even as teachers. Very beneficial in a needs assessment.

Dr. Denton gave us an insight of the progress made by students within certain schools. This information should prove helpful to principals who are interested in raising the levels of learning of their students.

I would like to have several sessions like that because of being exposed to how the department works and its function. I can now read the manual that is prepared for Dr. Roscoe Smith on evaluation of Title I programs.

Very practical and helpful.

Enjoyed the participation



Bill did an excellent job in giving us some insight into R and E. The others were not as knowledgeable.

The session went too fast, in my opinion. However, I still appreciated the whole session.

Important area - needed more time here.

More time is needed in this area for those who are not proficient in the area of mathematics.

- H. The knowledge I gained from the sessions on policy and decision making by Dr. Turner, Mr. Collins, and Mr. Ascough was:

Very good information and great experience at Board meeting.

Especially learned a lot from Mr. Collins.

Would like to see LTP participants attend Board Committee during these classes so we can react afterwards and share experiences.

I guess I learned more about the politics of the district than I had learned in the past five years - Fascinating!

Mr. Collins and Mr. Ascough were extremely informative, I feel very fortunate to have had the opportunity to share their ideas.

This was by far the best part of the LTP. Robby Collins is great.

Dr. Turner was well prepared and presented his information clearly. Mr. Collins shared information on collective bargaining that I was not aware of.

This knowledge gave us some of the alternatives a district may use to prevent undesirable collective bargaining.

The session by Mr. Collins was very helpful in learning about labor organizations and their functions in a school district.

Robby Collins information is almost alarming, but extremely pertinent to leaders in the District. This session was one of the most "eye-opening" to me.

The men did an excellent job in explaining how our district involves people in the decision making process.

Very fulfilling and rewarding. Only not enough time with these people.

- I. The knowledge I gained from the session on humanizing education led by Dr. Nolan Estes was:

Although we can all of us use more of it.

I disagree that "humanizing education" was the focus. I enjoyed Dr. Estes' session very much. It was an intellectually stimulating event. However, I couldn't describe it as "humanizing education."

This was most stimulating to me!

I only wish I could have had more opportunity to discuss certain things further. I feel that one of my responses was perhaps misinterpreted. I do feel this was a very rewarding experience.

Dr. Estes had a good time playing the devil's advocate.

I thought this was an enjoyable session and a good opportunity for Dr. Estes to interact with and hear people with whom he has limited contact. I would like to hear him discuss his philosophy in more depth.

I felt that the involvement of members in that way was wonderful. A pleasant, respectful environment was created for each participant.

This was very interesting however, it made me very anxious not knowing when he'd call on me.

The session made me aware that Dr. Estes is "human."

Dr. Estes made us "think."

Gave a very positive feeling toward the superintendent. It made you feel that you had more or less met him on a one - to-one basis.

This was a highly interesting session. It was also very well conducted.

Though he spoke little on the topic, his questioning technique demonstrated humanization in education.

Dr. Estes is always helpful - he knows how to fill his own computer bank while he is leading others to fill theirs. A most enjoyable session.

He presents the air of "I really want to know how you feel."

His ability to involve people, to get to the point etc. is tremendous. A great interviewer.

I enjoyed Dr. Estes' candidness and straight forward approach.

I wish more teachers could have the opportunity to participate in a session like this one. I'll admit he scares me a little!

J. My reactions to the testing phase of the LTP was:

Frustrating - too late in the day to do well on a test!

Feel that the various instruments have assessed fairly my academic abilities, etc.

I need a speed reading course!

The testing on English skills and dogmatism should have been at the beginning of the LTP any other testing should be in terms of what we had learned.

I think the testing was necessary but I question taking a test at the end of a work day.

Not real important to me as I am not a lover of tests simply because I do not score well.

I never have welcomed the opportunity of taking a "test" - I never have been a good "testee."

The testing seemed repetitious of test already taken by most of us.

I was very anxious about this, consequently, I may not have done my best.

Test do not always measure one's ability to be a manager.

I feel these evaluation instruments are <sup>a</sup> necessary element of the selection process

146  
Would like to suggest that you schedule testing on the weeks  
when the class meets only once.

Just what I wanted

K. In general, my attitude about the LTP was:

I enjoyed the class, learned much about the district and gained  
some skills that should be helpful in many areas.

Most rewarding experience.

I enjoyed the relaxed informal atmosphere of the group they  
seemed to be honest and open in their responses to questions.

This is necessary to help persons decide if this is really  
what they want.

I liked everything except the time structure, although I  
can see some advantages to having the sessions close together.

A very worthwhile and interesting experience.

It was a good session.

Re-enforced much of my past experiences in an assumed  
leadership role.

I see some much better people coming into leadership positions  
in the future than the ones we have now.

Excellent information and all good experiences. It was a  
pleasure to be a part of it.

A really interesting, informative and enjoyable growth experience.

I thoroughly enjoyed it and received some very helpful information  
which I have been able to use and apply immediately to other  
situations.

Very stimulating and motivating.

Start earlier - more sessions.

L. My reaction to the combining of resources of the DISD, TWU,  
NTSU, and ETSU was:

I don't see any reason not to do this in more cases.

Necessary because of the area in which they are located to work for the same goals.

We received some of the "best" in the field.

Excellent

Very good idea in several ways, the universities need interact; the DISD needs contact with each of them; one class with credit good

This is certainly one of the strong points of the program.

The working relationship of the universities and school district is very important if the desired type of leadership is developed.

Very good. You were exposed to different thinking. University thinking usually tends to lump. The combining gained us more diversity.

This enabled us to get the greatest possible input and helped me a great deal.

One of the best things the District could have.

The coordinated efforts/resources was excellent. I commend Mr. Davenport, Dr. Pitts and other staff members responsible for this. The flexibility of program and interaction of group.

Great!

M. What did you like most about the LTP?

Flexibility and informality. Leaders made participants feel at ease.

The points where I actually had a part (active) in the class.

Variety of instructional leaders. The time went rapidly. Interaction was good - open.

The opportunity to associate with colleagues and to exchange ideas relative to our profession.

The sessions presented by Dr. Turner and Dr. McFarland and the contact with District personnel and the relaxed atmosphere.



The variety of speakers and subjects.

148

The opportunity to be in the class - other people in the class - the specifics that I learned - systems outlines, the organizational chart of DISD, union information, etc.

Information gained about DISD from persons "at the top" - those who know most about it.

I liked getting to know and share ideas with the other people involved in the course and the variety of speakers and guests leading the group.

Since I have not been in an administrative position, the entire Phase II of LTP was a great learning experience of actual education administration.

Sessions on Benchmarks, Policy Making.

It gave me an opportunity to interact with the general superintendent and other persons in decision-making positions.

Topics explored on a central theme - "Decision and Policy Making in an Urban Setting".

The organization of the program.

The sessions with Mr. Collins and Dr. Estes.

Getting to know all the people and gaining so much knowledge about DISD.

Relaxed atmosphere - The structure of the entire program - Getting other organizations involved.

The session when Dr. Estes was present. It was very interesting and informative.

Having an opportunity to relate to teachers from so many different fields and areas and becoming acquainted with personnel and the workings of the central staff. Also, attending the Board meeting.

The varied topics covered - an overview.

Having the opportunity to get some knowledge of decision making by DISD administrators. Also the honesty and sincerity.



The flexibility of program and interaction of group.

149

Interaction with all of the different people, from different areas etc.

The sessions led by Dr. McFarland and Dr. Estes.

N. What did you like least about the LTP?

Time factor which is understandable - Meeting 3 times in one week.

Time class beginning more than twice a week.

The time factor 2-3 meetings per week.

Certain of the college instructors were not specific enough in terms of my educational and professional needs.

Time constraints.

The number of meetings per week toward the end, however, I realize the problem.

The end of the day classes - Don't think it can be helped but it was very hectic and tiring.

Time only; I think it would be better to have only one session per week.

The hours of the classes and the frequency of their occurrence during the week. We need to have started sooner and spread out the classes.

Well organized.

There was nothing that I liked least about the LTP. I feel everything was important. My previous experiences had included many things taught in the program but for teachers in the program, everything is top priority.

Scheduling of sessions.

The time schedule, such as meeting twice or three times in one week. I understand this could not be avoided, but the next class may welcome the change.

Meeting 3 nights in one week.

The rush at the end with class meetings 2 and 3 times a week.

Starting late and having to cover so many areas in such short time.

Too many sessions per week

150

Having to attend three times per week (one advantage - I lost weight)

I enjoyed the program very much and wish there were more activities of this sort available.

Perhaps the time in which we had to do our Phase II training.

Not that I liked the least, but the schedule was a hardship due to my present position and previous commitments made. No fault of LTP.

My being late all but two times.

I disliked nothing. I only wish the class dates had been established earlier so I could have planned my spring schedule around the LTP classes

O. Comments:

I learned much. The experience was very worthwhile.

Best class I've ever had!

I feel I have a much better understanding of the goals and problems of the District now.

There should be more time allowed so we would not feel rushed for time. My overall rating for the program, however, is excellent. Gene has done a beautiful job and it is greatly appreciated.

I appreciate having been selected to be a participant in the program and it is felt that the skills attained will be useful in any phase of my employment in the District.

The over-all program gave each of us an opportunity to learn a great deal about our district, its leaders and how they go about making decisions.

Start class earlier and if possible don't have more people than possible summer intern positions.

I like the process; I like the material; so far as I can assess, there was nothing superfluous

On the whole, this was a well arranged course. We could not expect to cover everything. At least we were provided with a background of information. We appreciate the efforts of the Director, Gene Davenport and the Assist.

P. Suggestions for future classes:

Avoid having class the day after the evening school board meeting. Everyone was exhausted.

Literature available for reading, in addition to Benchmarks (a Bibliography would be helpful - including periodicals)

Provide training in specific techniques for leaders to use in guiding teachers to relate to children in a more positive manner.

Dr. John McFarland should talk at least twice, maybe more.

(2) More visits to the school board meetings.

(3) More time for classes (once a week). (4) Be notified ahead of time about class dates. (5) More input on cultural awareness in an urban setting.

To have the administrative leaders of every department come and discuss their department. This was done in some areas. I think that concept should be expanded. More board meeting attendance sessions.

Just continue reassessing after each Phase so that the program can continue to better meet the needs of future DISD leaders.

I do hope that in the future early schedule can be planned in order for us to plan other obligations with the District.

More time to cover more topics. More work with the "Benchmarks"

(1) less sessions per week one per week would be my suggestions

(2) start class meetings earlier in the year

Get input from "successful principals" as to what they expect of people in leadership positions

Try to avoid the "Mutual Admiration Society" at the first session. Why not simply allow each person to introduce themselves?

(1) Continue your beautiful organizational structure

(2) Start meeting earlier in the school year.

Continuous follow-up from classes to plan for future classes.

I would suggest bringing in administrators (principals) from the elementary, middle school, and high school level to conduct technical sessions on building procedures.

I would hope that there would be more opportunities for interaction within the group even if it meant having more sessions.

Classes should be allowed to spend more time with Admin. Bldg. personnel to really get their teeth into the operation of the District. Be allowed to attend more board meetings and commitment meetings to get at the meat of the problems a District this size really has.

That the class begin early in the spring. Person in charge plan so as to make class member feel a part of planning procedures. Class participants continue to be honest at all times.

Allow more time to cover sessions - Allow follow-up sessions with each group and during Internship period.

APPENDIX O

HANDBOOK

Leadership Training  
Program

Phase IV

*A Guide for the Intern  
and Supervisor*



dallas independent school district

## INTRODUCTION

Phase IV of the Dallas Independent School District Leadership Training Program (LTP) is an on-the-job internship. As vacancies are identified, persons who have successfully completed the first three phases of the program may be placed into a full-time leadership position following the Phase III summer assignment.

The internship has as its primary purpose the reduction of the gap between theory and practice by introducing the intern to leadership through actual experiences. By allowing prospective administrators to serve with selected successful administrators in a somewhat controlled setting, it is anticipated that they will be better prepared to serve as effective educational leaders.

This handbook is a guide for interns and supervisors of interns in the LTP in the Dallas Independent School District. Suggested activities below describe some optional experiences which can contribute to leadership development. Through this effort the Dallas Independent School District can be assured of a continuation of quality leaders in the future.

## RECOMMENDED ACTIVITIES

The intern should be involved primarily in a variety of administrative tasks, with activities including some observation and conferences. An intern should be expected to function as a member of the leadership team, with specified responsibilities, but the supervisor should be conscious of providing a *broad spectrum* of experiences. Following are some suggestions, although each situation will be adapted to the best advantage of the intern and the local school/department.

### OBSERVATION:

The intern should be encouraged to observe, study, and become familiar with all aspects of the administration of the school/department and the total Dallas Independent School District.



The intern should attend meetings — faculty, PTA, Plan A “ARD,” community advisory committees, student council, area rap sessions, and others — and participate as a regular school administrator. Attendance at school board meetings and open board committee meetings is encouraged.

The intern should be encouraged to participate in professional organization meetings. Interns are afforded the opportunity to join the Dallas School Administrators’ Association (DSAA).

The intern should be given the opportunity to spend at least three days during the year visiting central staff departments. Such visits should be worked out on an individual basis with the appropriate assistant superintendents.

#### CONFERENCES:

Both formal and informal conferences should be held occasionally as the following suggests:

At least once a year, the Director of the Management Academy will confer with the intern and with the supervisor, and will be available at any time on an individual basis.

The intern and supervisor should meet to discuss progress made in November, February, and May. Specific growth opportunities should be identified and plans made to evaluate progress. Each session will be followed by a progress report to the Director — Management Academy.

The supervisor should confer with the intern on a regular informal basis to determine if various activities and experiences are worthwhile for the intern and meeting the needs of the school/department.

#### SUGGESTED OPTIONAL ACTIVITIES

In addition to a routine assignment, the intern should be expected to make a contribution to the school department by involving himself/herself in special assignments or projects in major administrative areas.

The activities which follow are suggestions only. The intern should not be expected to attempt all, but select those based on individual competencies and interest and on the school's/department's needs as viewed by the supervising administrator.

## SCHOOL/ DEPARTMENT MANAGEMENT

Become directly involved in *or* observe and study —

Required reporting procedures in the school/department

Textbook Management

Correspondence

Record Keeping

Any internal accounting or budgeting procedures

Planning and budgeting processes

Master schedule of school/department activities/projects.

## PUBLIC RELATIONS

Become directly or indirectly involved in —

American Education and Texas Public School Week programs

PTA or Community Advisory Committee efforts

Publicity of activities and programs

Total PR effort of school/department

Establishing or expanding the volunteer program

## THE SCHOOL PLANT

Study utilization of space in building

Inventory equipment/recommend any changes

Contrast building with instructional program

Survey for needed alterations or repairs

Study the general maintenance routine and problems of the building

Study the degree of efficient use of cafeteria facility

## **PUPIL PERSONNEL**

Develop a case study related to a problem student(s)

Develop a plan for alternative ways of reducing discipline problems.

Survey discipline procedures and study causes of discipline problems.

Develop, modify, or study plans for admitting, orienting, and assigning new pupils.

Develop a plan for and engage in the process of involving students in decisions of the school

Work with student leaders (student council or LIFE Leadership Team, student advisory committees).

Make enrollment projections.

## **PROFESSIONAL PERSONNEL**

Plan professional growth activities based on assessed needs.

Study and analyze teacher turnover situations.

Survey professional literature used by teachers and recommend items for a professional library.

Develop a plan for contacting, orienting, and making most effective use of substitute teachers.

Observe, study, and participate in the operation of the Faculty Advisory Committee

Analyze the organizational climate of the faculty/staff and develop an appropriate personnel relations program for the school/department.

## CURRICULUM AND INSTRUCTION

Make a study of teaching methods in a selected grade/class/subject in terms of current learning theory as found in the literature.

Survey student attitudes about the curriculum.

Study the use of resources in the instructional program and recommend any improvements.

Survey the use of the library and recommend any improvements.

Survey the teacher attitudes toward the curriculum and present efforts to update it.

Develop a profile of the achievement test data made available to schools through Research and Evaluation.

Study the curriculum and related materials for evidence of institutional discrimination.

Assess the curriculum to see if it is meeting the needs of all students.

Organize and/or work with teachers (or Dean of Instruction) to develop a total cohesive program of instruction.

Study teachers' methods of charting pupil progress.

Study teachers' methods of individualizing instruction.

## ORGANIZATION, GROUPING, AND SCHEDULING

Study and analyze the DISD Organization Handbook (both the chart and narrative).

Develop a systematic plan for establishing the schedule of classes, and making room and teacher assignments for the next school year.

Study the data processing program as it affects the local school/departmental program — scheduling, reporting, grouping, etc.

## RESPONSIBILITY

### DIRECTOR — MANAGEMENT ACADEMY

Assist in the selection and placement of interns into Phase IV assignments.

Confer on site with each intern at least once during the school year and be on call for conferences at any time.

Confer on site with each supervisor at least once during the school year.

Receive, organize, and record three progress reports from the supervisor (November, February, and May).

Coordinate quarterly "face-to-face" rap sessions between the interns and the General Superintendent.

Serve as ombudsman to persons assigned to an internship.

Assist in the development of a comprehensive training plan for each intern.

### SUPERVISING ADMINISTRATOR

Orient intern to local building situation and areas of responsibility.

Assign intern to a regular routine job.

Conduct periodic informal conferences with the intern.

Submit three (November, February, and May) intern progress reports to the Director — Management Academy (should be accompanied by a formal conference).

Direct the intern into selected activities which will broaden his/her experiences. In general, assist the intern to learn as much as possible about all facets of school administration.

In general, develop a systematic program of training activities, give support, guidance, and "open doors."

## INTERN

Observe and analyze the work and leadership style of other Administrative and Supervisory personnel.

Involve self in full-time administrative responsibilities as assigned.

Make a concentrated effort to go "beyond" and learn as much as possible about the school/department to which you are assigned and the DISD policies, priorities, and procedures.

Periodically conduct a self-evaluation to determine your personal and professional growth pattern.

Communicate openly and freely with your supervisor and the Director — Management Academy as it relates to your experiences as an intern.

## EVALUATION

During the school year, the supervising administrator will be expected to submit three progress reports (November, February, and May) focusing on identified strengths and weaknesses of the intern. Upon completion of the internship in June, the supervisor will be expected to make a statement of recommendation about the intern.



September 10, 1975

Dr. Joe M. Pitts  
Assistant Superintendent -  
Personnel Development  
Dallas Independent School District  
Dallas, Texas

Dear Dr. Pitts:

As we have discussed on several occasions, there have been indications from both LTP interns and DISD supervising administrators that roles and responsibilities are not clearly delineated for either interns or supervisors. In order to remedy this problem, I propose that a handbook for supervision of interns be developed. It seems to me that such a guide would strengthen this important phase of the Management Academy.

In the mode of shared decision making, I'd like to suggest that this matter be discussed with the Leadership Council of DSAA, and they be asked to appoint a three to five member task force to offer assistance in developing this handbook.

Action is needed on this matter very soon, as evaluation of interns is already an on-going process.

Should you have any questions or need additional information, please let me know. I will move forward with this item as soon as I get further direction from you.

Sincerely,

Gene E. Davenport, Director  
Management Academy

DALLAS INDEPENDENT SCHOOL DISTRICT  
SCHOOL ADMINISTRATION BUILDING 3700 ROSS AVE.  
September 24, 1975

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To: Leadership Training Program (LTP) Interns and Supervisors  
Subject: Handbook

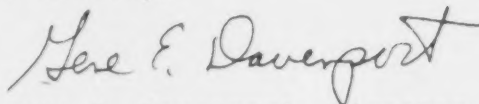
We are in the process of developing a handbook to assist interns and their supervising administrators make the most of the on-the-job training in Phase IV of the LTP. Your assistance is greatly needed.

Please peruse the attached "working" document with a view of making any comments or suggestions. In fact, it will be very helpful if you will use the document to make additions, deletions, comments, or suggest ideas in the margins and in the blank spaces provided.

We will appreciate receiving the document by Monday, October 6, 1975. Feel free to add any suggestions by letter or by phone. Any questions should be directed to me at 526-5920 or Box 39.

Thank you.

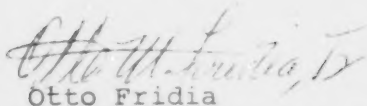
Sincerely,



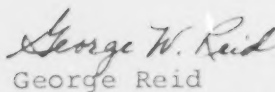
Gene E. Davenport, Director  
Management Academy

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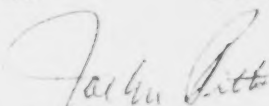
APPROVED:



Otto Fridia  
Assistant Superintendent-  
Elementary Operations



George Reid  
Assistant Superintendent-  
Secondary Operations



Joe M. Pitts  
Assistant Superintendent-  
Personnel Development

Draft  
For Discussion Only  
September 24, 1975

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Handbook  
for the  
Supervision of the  
Intern  
in the  
Leadership Training Program  
Phase IV

--- a guide for the intern and supervisor

dallas independent school district

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## 1. INTRODUCTION

Phase IV of the Dallas Independent School District Leadership Training Program (LTP) is on-the-job training. Trainees who have successfully completed the first three phases of the program are placed into a full time position for the school year following the phase III summer assignment.

The internship will help reduce the gap between theory and practice and introduce the intern to leadership through actual experiences. By allowing prospective administrators to serve with selected successful administrators, it is anticipated that they will benefit by working in a somewhat controlled setting.

This handbook is a guide for the supervisor of an intern in the LTP in the Dallas Independent School District. Suggested activities below describe some optional experiences which can contribute to leadership development. Through this effort the Dallas Independent School District can be assured of a continuation of quality leaders in the future.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. SUGGESTED ACTIVITIES

The intern should be involved primarily in administrative tasks, with activities including some observation and conferences. An intern should be expected to function as a member of the leadership team, with specified responsibilities, but the supervisor should be conscious of providing a broad spectrum of experiences. Following are some suggestions, although each situation will be adapted to the best advantage of the intern and the local school/department.

### 2.1 Observation:

- 2.1.1 The intern should be encouraged to observe and study all aspects of the administration of the school/department and the total Dallas Independent School District.
- 2.1.2 The intern should attend meetings--faculty, PTA, community advisory committees, student council, etc.--and participate as a regular school administrator.

- 2.1.2 The intern should be encouraged to participate in professional organization meetings.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2.2 Conferences:

Both formal and informal conferences should be held occasionally as the following suggests:

- 2.2.1 At least once a year, the Director of the Management Academy will confer separately with the intern and with the supervisor.
- 2.2.2 The intern and supervisor should meet to discuss progress made in November, February, and May. Each session will be followed by a formal confidential evaluation to the Director - Management Academy.
- 2.2.3 The supervisor should confer with the intern on a regular informal basis to determine if various activities and experiences are worthwhile for the intern and meeting the needs of the school/department.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 3. OPTIONAL ACTIVITIES

In addition to a routine assignment, the intern should be expected to make a contribution to the school by involving himself/herself in special assignments or projects in major administrative areas.

The activities which follow are suggestions only. The intern should not be expected to attempt all, but select those based on individual competencies and interest and on the school's needs as viewed by the supervising administrator.

### 3.1 School Management

Become directly involved in or observe and study--

- 3.1.1 Required reporting procedures
- 3.1.2 Textbook Management
- 3.1.3 Correspondence
- 3.1.4 Record Keeping
- 3.1.5 Any internal accounting or budgeting procedures

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3.2 Public Relations

Become directly or indirectly involved in--

- 3.2.1 American Education and Texas Public School Week programs
- 3.2.2 PTA or Community Advisory Committee efforts
- 3.2.3 Publicity of activities and programs
- 3.2.4 Total PR effort of school/department

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3.3 The School Plant

- 3.3.1 Study utilization of space in building
- 3.3.2 Inventory equipment/recommend any changes
- 3.3.3 Contact building with instructional program
- 3.3.4 Survey for needed alterations or repairs

Comments: \_\_\_\_\_



### 3.4 Pupil Personnel

- 3.4.1 Case study--problems related to students.
- 3.4.2 Develop, modify, or study plans for admitting, orienting, and assigning new pupils.
- 3.4.3 Develop plan for involving students in decisions.
- 3.4.4 Survey discipline procedures and causes of discipline.
- 3.4.5 Work with student leaders (student council or LIFE Leadership Team).
- 3.4.6 Make enrollment projections.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3.5 Professional Personnel

- 3.5.1 Plan in-service activities based on assessed needs.
- 3.5.2 Study and analyze teacher turnover situations.
- 3.5.3 Survey professional literature used by teachers and recommend items for a professional library.
- 3.5.4 Develop a plan for orienting and making most effective use of substitute teachers.
- 3.5.5 Develop a plan for allowing teachers to share in decisions.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3.6 Curriculum and Instruction

- 3.6.1 Make a study of teaching methods in a selected grade/class/subject in terms of current learning theory as found in the literature.
- 3.6.2 Survey students attitudes about the curriculum.

3.6.3 Study the use of media in the instructional program and recommend any improvements.

3.6.4 Survey the accountability and use of the library and recommend any improvements.

3.6.5 Survey the teacher attitudes toward the curriculum and present efforts to update it.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3.7 Organization, Grouping, and Scheduling

3.7.1 Study and analyze the DISD Organization Handbook (both the chart and narrative).

3.7.2 Develop a schedule of classes and room assignments for the next school year.

3.7.3 Study the data processing program as it affects the local school program--scheduling, reporting, grouping, etc.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 4. RESPONSIBILITY

### 4.1 Director - Management Academy

4.1.1 Assist in the placement of interns into Phase IV assignments.

4.1.2 Confer on site with each intern at least once during the school year.

4.1.3 Confer on site with each supervisor at least once during the school year.

4.1.4 Receive, organize, and record three evaluation reports from the supervisor (November, February, and May).

- 4.1.5 Coordinate three quarterly "face-to-face" sessions between the interns and the General Superintendent.
- 4.1.6 Serve as ombudsman to persons assigned to an internship.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 4.2 Supervising Administrator

- 4.2.1 Orient intern to local building situation.
- 4.2.2 Assign intern to a regular routine job.
- 4.2.3 Conduct periodic informal conferences with the intern.
- 4.2.4 Submit three (November, February, and May) intern evaluation forms to the Director - Management Academy-- (should be accompanied by a formal conference).
- 4.2.5 Direct the intern into selected activities which will broaden his/her experiences. In general, assist the intern to learn as much as possible about all facets of school administration.
- 4.2.6 In general, give support, guidance, and "open doors."

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 4.3 Intern

- 4.3.1 Involve self in a fulltime administrative responsibilities as assigned.
- 4.3.2 Make a concentrated effort to go "beyond" and learn as much as possible about the school to which you are assigned and DISD policies, priorities, and procedures in general.

Comments: \_\_\_\_\_

During the school year, the supervising administrator will be expected to submit three evaluation statements (November, February, and May) focusing on identified strengths and weaknesses of the intern. Upon completion of the internship in June, the supervisor will be expected to make a statement of recommendation about the intern.

Comments: \_\_\_\_\_

[illegible]

OFFICE MEMO

DALLAS INDEPENDENT SCHOOL DISTRICT  
SCHOOL ADMINISTRATION BUILDING 3700 ROSS AVE.  
January 22, 1976

160

To: Interns and Supervisors Addressed

Subject: LTP Phase I" Handbook

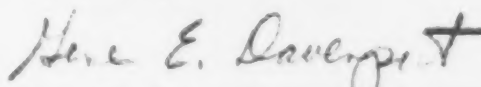
Consistent with requests from interns and supervisors of interns, the enclosed handbook was developed to serve as a guide for intern training experiences. Hopefully, it will be of assistance as you participate in this very important phase of the Leadership Training Program.

You will recall that you had an opportunity to provide ideas for this document. It is intended that this be a handbook developed by and for practicing administrators in the District.

Also, interns are asked to complete the enclosed evaluation form and return it to me at Box 39 prior to February 1. Your response will help as we continue to improve this program.

I look forward to working with you as we continue to implement the Leadership Training Program. If I can ever be of service to you, please do not hesitate to call.

Sincerely,



Gene E. Davenport, Director  
Management Academy

nf

Evaluation of Phase IV Leadership Training Program  
1975-1976

- A. The preparation I had in Phase II of the Leadership Training Program has prepared me for this internship, as follows:

| Very inadequately |        |         |         |         | Very adequately |         |              |
|-------------------|--------|---------|---------|---------|-----------------|---------|--------------|
| 1                 | 2      | 3       | 4       | 5       | 6               | 7       |              |
| 0 (0%)            | 0 (0%) | 3 (18%) | 3 (18%) | 3 (18%) | 5 (29%)         | 3 (17%) | 17<br>(100%) |

- B. The preparation I have received in my graduate studies in administration supervision have prepared me for this internship as follows:

| Very inadequately |        |         |         |         | Very adequately |         |              |
|-------------------|--------|---------|---------|---------|-----------------|---------|--------------|
| 1                 | 2      | 3       | 4       | 5       | 6               | 7       |              |
| 0 (0%)            | 1 (6%) | 2 (12%) | 2 (12%) | 2 (12%) | 7 (41%)         | 3 (17%) | 17<br>(100%) |

- C. The number of conferences and/or counseling sessions I have had with my supervisor/principal are:

| Very insufficient |        |   |         |         | Very sufficient |         |              |
|-------------------|--------|---|---------|---------|-----------------|---------|--------------|
| 1                 | 2      | 3 | 4       | 5       | 6               | 7       |              |
| 0 (0%)            | 1 (5%) |   | 2 (12%) | 2 (12%) | 3 (18%)         | 9 (53%) | 17<br>(100%) |

- D. The opportunity I have had to use my own initiative and leadership style has been at a:

| Very low level |        |        |        |         | Very high level |         |              |
|----------------|--------|--------|--------|---------|-----------------|---------|--------------|
| 1              | 2      | 3      | 4      | 5       | 6               | 7       |              |
| 0 (0%)         | 0 (0%) | 0 (0%) | 0 (0%) | 2 (12%) | 7 (41%)         | 8 (47%) | 17<br>(100%) |

- E. The experiences I am receiving as a result of my internship are as follows:

| Very limited |        |        |        |         |         |         |              |
|--------------|--------|--------|--------|---------|---------|---------|--------------|
| 1            | 2      | 3      | 4      | 5       | 6       | 7       |              |
| 0 (0%)       | 0 (0%) | 0 (0%) | 1 (5%) | 4 (24%) | 3 (18%) | 9 (53%) | 17<br>(100%) |

- F. The internship at this point has been a learning experience that has proven to be:

| Very unprofitable |        |        |        |        | Very profitable |          |              |
|-------------------|--------|--------|--------|--------|-----------------|----------|--------------|
| 1                 | 2      | 3      | 4      | 5      | 6               | 7        |              |
| 0 (0%)            | 0 (0%) | 0 (0%) | 0 (0%) | 1 (6%) | 6 (35%)         | 10 (59%) | 17<br>(100%) |



- G. The experiences I have received through this internship have prepared me for future leadership assignments:

| Very inadequately |        |        |        |        | Very adequately |         |           |
|-------------------|--------|--------|--------|--------|-----------------|---------|-----------|
| 1                 | 2      | 3      | 4      | 5      | 6               | 7       |           |
| 0 (0%)            | 0 (0%) | 0 (0%) | 0 (0%) | 1 (6%) | 7 (41%)         | 9 (53%) | 17 (100%) |

- H. In general my attitude about Phase IV of the Leadership Training Program is:

| Very negative |        |        |        |        | Very positive |          |           |
|---------------|--------|--------|--------|--------|---------------|----------|-----------|
| 1             | 2      | 3      | 4      | 5      | 6             | 7        |           |
| 1 (6%)        | 0 (0%) | 0 (0%) | 1 (6%) | 1 (6%) | 3 (19%)       | 10 (63%) | 17 (100%) |

- A. The preparation I had in Phase II of the Leadership Training Program has prepared me for this internship, as follows:

It helped me better understand the overall organization of the system to know who is responsible for what.

Open communication with the central staff personnel has given me greater insight and understanding of the inter-relationship and intricacies of the various departments of DISD.

There is a need of budget training.

Should like to see and have more detailed information.

- B. The preparation I have received in my graduate studies in administration/supervision have prepared me for this internship as follows:

In most cases these courses are a waste of time, effort, and money. Very little realistic content is offered. It's unfortunate that so much time and energy is required just to obtain a piece of paper. Would be good if college professors could spend a month or so in our schools.

Maybe should have more realistic examples of what really does happen in the building on any given day.

Only because of the uniqueness of my job.

There is really no substitute for on-the-job actions.

- C. The number of conferences and/or counseling sessions I have had with my supervisor/principal are:

We conference and counsel regularly on school related affairs which allow us to know where we stand in a particular area and/or devise a team approach in resolving the problem.

Allows me to work on my own but is always close enough to help when the "waters get deep."

Mr. Norman has been most helpful, allows me to work on my own but is always close enough by to help when the "water gets deep."

Evaluation each month by the principal would be helpful.

- D. The opportunity I have had to use my own initiative and leadership style has been at a:

I have had clearly defined areas of responsibilities with complete authority to use my initiative and arrive at decisions.

More sessions like the one held in January at the Academy.

- E. The experiences I am receiving as a result of my internship are as follows:

We work as a team at our school which means that I am exposed to every phase and involved in all decisions of our school program.

I've had little to do with budget and scheduling, however.

I have concentrated mostly on discipline. More involvement in budgeting and scheduling will probably come this spring (I hope).

Extremely lengthy, however.

- F. The internship at this point has been a learning experience that has proven to be:

I am especially aware of the need for making immediate decisions in critical situations.

This has probably been the most educationally prosperous year of my life.

- G. The experiences I have received through this internship have prepared me for future leadership assignments, as follows:

I feel I have gained a great deal of confidence in many areas of school administration, "experience breeds confidence."

I feel that I have definitely learned how to develop positive attitudes among pupils, staff, and parents. I've learned that the school can influence community conditions thus obtain more positive community attitudes with regards to self-concepts, dignity and incentive for learning.

- H. In general, my attitude about Phase IV of the Leadership Training Program is:

The program should not be extended past two years in Phase IV. The inconsistency involved with placement, movement of personnel, and promotion is only negative reinforcement.

Effective leadership requires sensitivity to diverse human psychology, flexibility of ideas, but firmness in decisions and a team spirit approach to the educational program.

#### General Comments:

Internship has provided me the opportunity to develop stronger communication skills with staff, pupils and parents; caused a greater awareness and understanding of district policies and instructional programs thus increasing positive supportive attitudes toward DISD.

The experiences I have received during this Phase of the Training Program has been very valuable.

My response to all items above is very positive because of the freedom given me by each of the principals I have worked with. My experiences were never limited to specific areas.

The LTP is a very positive one. It has given me, through many different experiences the opportunity to grow as an administrator in education.

Suggestions:

Encourage principals to expose interns to as many areas of administration as possible.

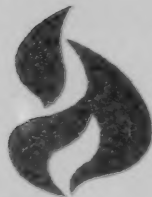
More involvement with other administrators would help.

Urge more counseling and interaction between interns and supervisors.

Relieve the Management Academy Director of all duties except improving and upgrading the program. He needs to become more closely identified with the program.

# *Administrators' Work Conference*

D. A. HULCY MIDDLE SCHOOL  
June 11-12-13, 1975



dallas independent school district

Dallas Independent School District  
Administrators' Work Conference  
D. A. Hulcy Middle School

June 11, 12, 13, 1975

Expected Outcomes

Participants should plan to:

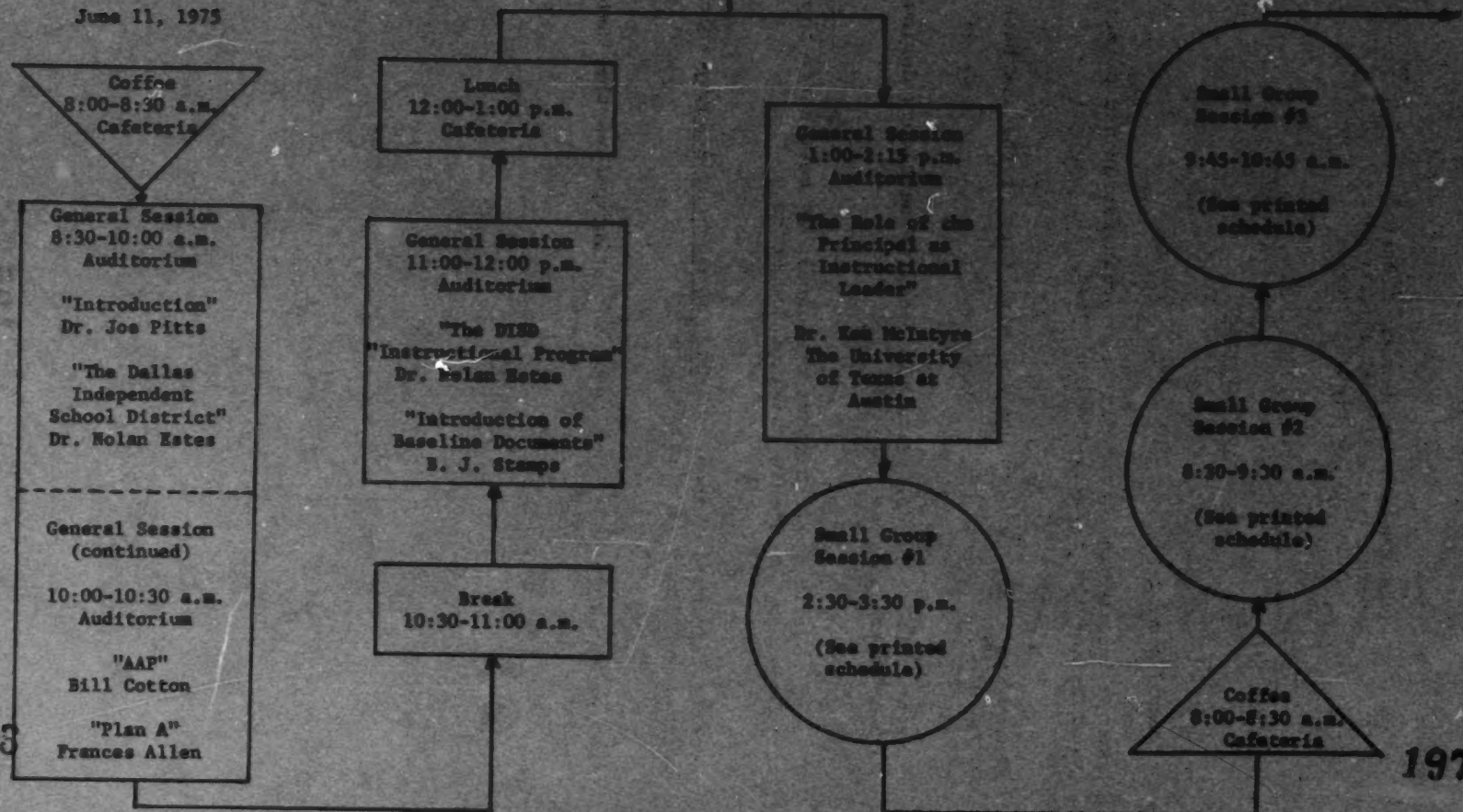
1. Receive information about district organization and priority programs for the 1975-1976 school year.
2. Review and study the content and structure of the six baseline documents.
3. Initiate plans for utilizing the baseline documents during the 1975-1976 school year.
4. Suggest ways in which support personnel can best serve the schools to implement the baseline documents.
5. Receive information about the DISD Management Academy which will be implemented in 1975-1976.
6. Examine the role and function of the principal as the instructional leader.



Dallas Independent School District  
Administrators' Work Conference  
D. A. Huley Middle School

June 11, 12, 13, 1975

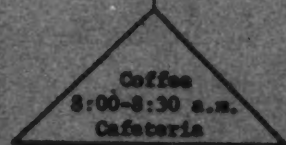
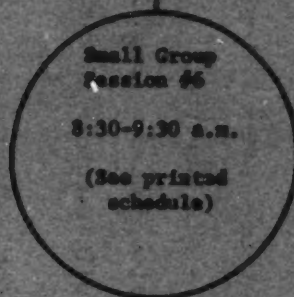
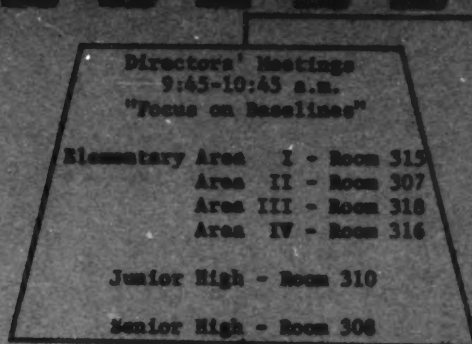
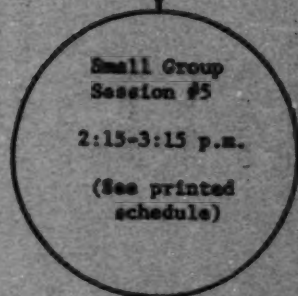
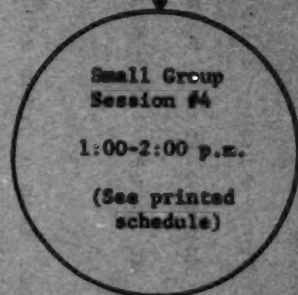
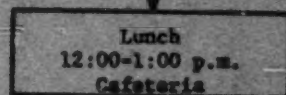
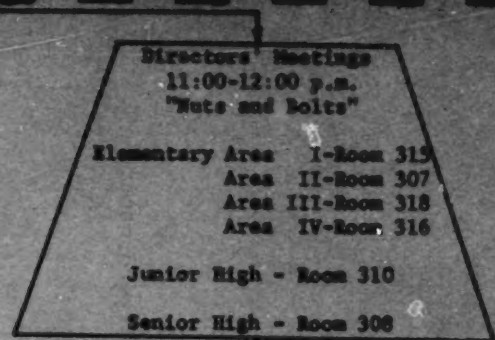
June 11, 1975



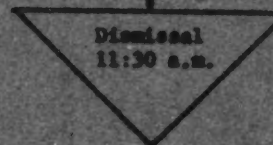
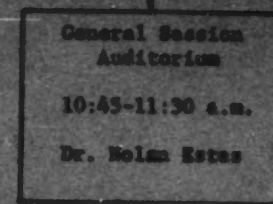
193

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June 12, 1975



June 13, 1973



Baseline Document  
Orientation

Small Group Sessions

Groups\*

ELEMENTARY SCHOOL

|         |                                   |
|---------|-----------------------------------|
| Group A | John Q. Adams - John W. Carpenter |
| Group B | C. P. Carr - James W. Pannin      |
| Group C | Tom W. Field - James S. Hogg      |
| Group D | Kleberg - Jose Navarro            |
| Group E | Clara Oliver - Erasmo Seguin      |
| Group F | Ascher Silberstein - Mark Twain   |

JUNIOR HIGH/MIDDLE SCHOOL

|         |                                  |
|---------|----------------------------------|
| Group G | William H. Atwell - W. H. Gaston |
| Group H | W. E. Greiner - Thomas J. Rusk   |
| Group I | Rylie Middle - Sarah Zumwalt     |

SENIOR HIGH SCHOOL

|         |                                |
|---------|--------------------------------|
| Group J | Bryan Adams - Lincoln          |
| Group K | Metropolitan - Roosevelt       |
| Group L | W. W. Samuell - Woodrow Wilson |

\* All personnel from a given school should attend group sessions together.

Baseline Document  
Orientation  
Small Group Sessions

Rotation\*

ELEMENTARY

Group A

- #1 305/306 Science
- #2 307/309 Math
- #3 315/317 L. Arts
- #4 318/322 S. Science
- #5 316/314 C. Arts
- #6 310/311 Rec. Arts

Group B

- #1 307/309 Math
- #2 315/317 L. Arts
- #3 318/322 S. Science
- #4 316/314 C. Arts
- #5 310/311 Rec. Arts
- #6 305/306 Science

Group C

- #1 315/317 L. Arts
- #2 318/322 S. Science
- #3 316/314 C. Arts
- #4 310/311 Rec. Arts
- #5 305/306 Science
- #6 307/309 Math

Group D

- #1 318/322 S. Science
- #2 316/314 C. Arts
- #3 310/311 Rec. Arts
- #4 305/306 Science
- #5 307/309 Math
- #6 315/317 L. Arts

Group E

- #1 316/314 C. Arts
- #2 310/311 Rec. Arts
- #3 305/306 Science
- #4 307/309 Math
- #5 315/317 L. Arts
- #6 318/322 S. Science

Group F

- #1 310/311 Rec. Arts
- #2 305/306 Science
- #3 307/309 Math
- #4 315/317 L. Arts
- #5 318/322 S. Science
- #6 316/314 C. Arts

SECONDARY

Group G

- #1 301/303 Science
- #2 341/343 Math
- #3 336/340 L. Arts
- #4 342 S. Science
- #5 344 C. Arts
- #6 302/304 Rec. Arts

Group H

- #1 341/343 Math
- #2 336/340 L. Arts
- #3 342 S. Science
- #4 344 C. Arts
- #5 302/304 Rec. Arts
- #6 301/303 Science

Group I

- #1 336/340 L. Arts
- #2 342 S. Science
- #3 344 C. Arts
- #4 302/304 Rec. Arts
- #5 301/303 Science
- #6 341/343 Math

Group J

- #1 342 S. Science
- #2 344 C. Arts
- #3 302/304 Rec. Arts
- #4 301/303 Science
- #5 341/343 Math
- #6 336/340 L. Arts

Group K

- #1 344 C. Arts
- #2 302/304 Rec. Arts
- #3 301/303 Science
- #4 341/343 Math
- #5 336/340 L. Arts
- #6 342 S. Science

Group L

- #1 302/304 Rec. Arts
- #2 301/303 Science
- #3 341/343 Math
- #4 336/340 L. Arts
- #5 342 S. Science
- #6 344 C. Arts

\* Groups will spend one hour in each of six small group sessions focusing on the baseline documents.



Baseline Document  
Orientation

Review Teams

Secondary

Elementary

SCIENCE/HEALTH

Room 305/306

Rogers Barton  
Charlie Kirkpatrick  
Winston Hoskins  
Marilyn Calhoun  
Harold Ledford

Room 301/303

Otto Fridia  
James Tate  
Rita Newman  
Wilma Chapa  
Miranda Maier

MATH

Room 307/309

H. D. Pearson  
Gene Golden  
Mary Lester  
Mary Alice Cardenas

Room 341/343

Joe Pitts  
David Gonzales  
Owen Siddell  
Rosie Sorrells

LANGUAGE ARTS

Room 315/317

Larry Ascough  
Leon King  
Evelyn McMillan  
Sally Dysart

Room 336/340

Frances Allen  
Alberto Orozco  
Charmaine Price  
Clara Maye Reed

SOCIAL STUDIES

Room 318/322

George Reid  
Leon Hayes  
Becky Kidd  
Carlos Cortez

Room 342

Ruben Gallegos  
Robert Vermillion  
Sherry Kiser  
Cubie Faye Evans

CREATIVE ARTS

Room 314/316

John Santillo  
Bob Stokes  
Carl Henry  
Gloria Valadez

Room 344

B. J. Stamps  
Donnie Breedlove  
Nancy Blackwood  
Dorothy Smith

RECREATIVE ARTS

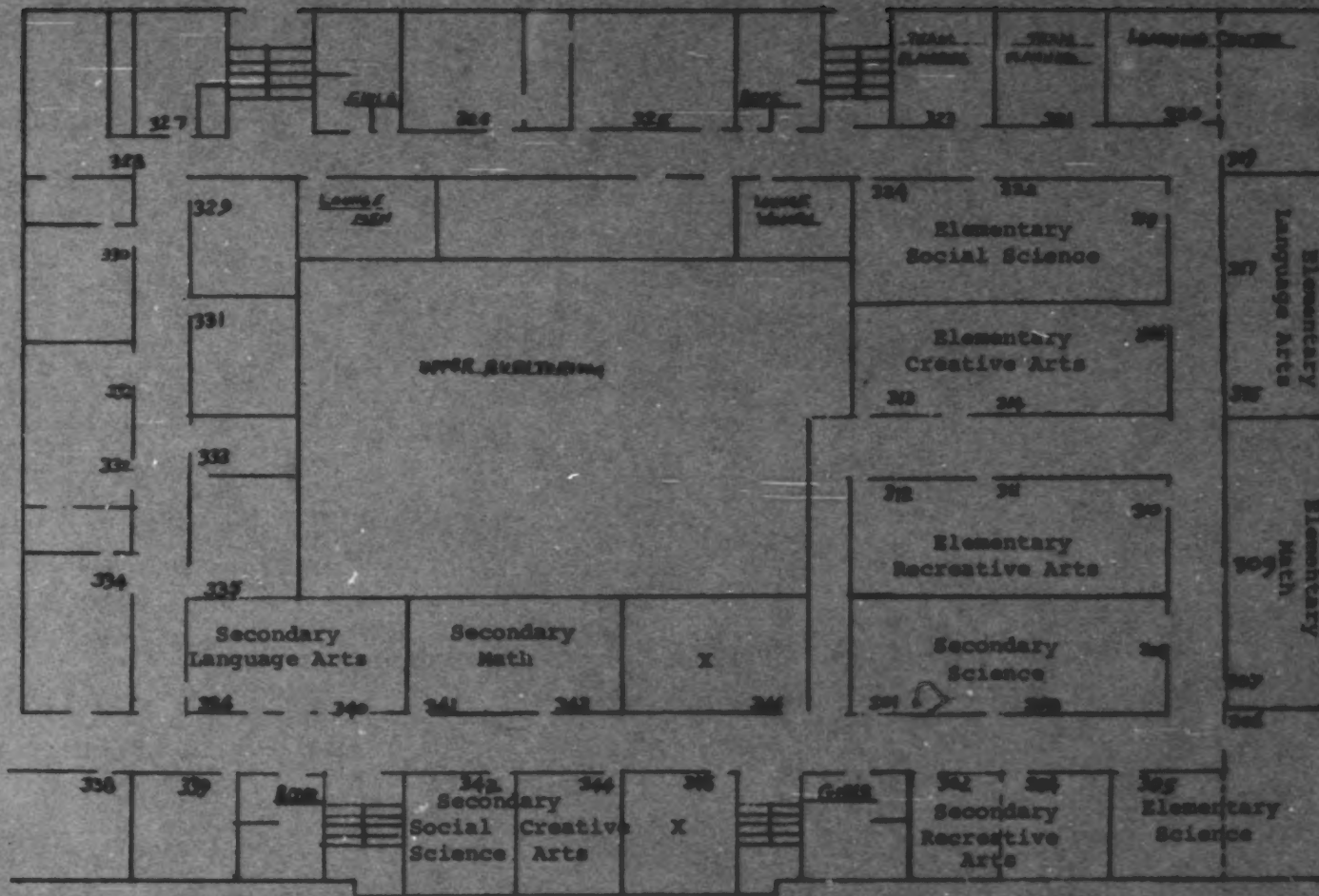
Room 310/311

Carlton Moffett  
Jim Hughey  
Richard Ramirez  
Marie Jenkins

Room 302/304

Weldon Wells  
Ouida Ploeger/Robbie Williams  
Polly Rogers

D. A. HULCY MIDDLE SCHOOL  
Group Session - Meeting Rooms







## dallas independent school district

May 30, 1975

Nolan Estes  
General Superintendent

TO: Principals, Assistant Principals, Building Level Interns and Resource Administrators

SUBJECT: Administrator's Conference (June 11, 12, 13)

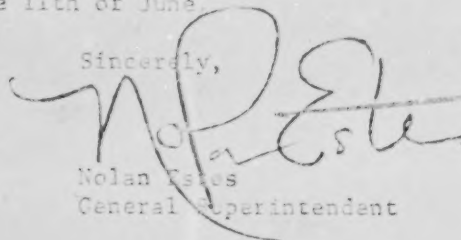
The June Administrator's Conference will be held at D. A. Hulcy Middle School on June 11, 12 and 13, 1975, beginning at 8:00 a.m. All principals, assistant principals, building level interns and resource administrators should plan to attend.

Much cooperative effort has gone into making this workshop informative and useful to you as the managers of the instructional program. I trust that you will find this a tremendous opportunity to interact with professional colleagues to glean as much as possible from this important program.

Coffee and doughnuts will be served each day from 8:00 to 8:30 a.m. and lunch will be served in the Hulcy cafeteria on June 11th and 12th. In order for you to close out the school year in your building, we will dismiss at 11:30 a.m. on June 13th. Casual dress (no coats and ties) will be appropriate.

I look forward to seeing you on the 11th of June.

Sincerely,



Nolan Estes  
General Superintendent

hm

Dallas Independent School District  
Administrators' Work Conference  
June 11, 12, 13, 1975

|             |          |
|-------------|----------|
| Principal   | <u>x</u> |
| Asst. Prin. | <u>x</u> |
| Other       | <u>x</u> |

Results  
Conference Evaluation

168

Please indicate your response to each statement by circling a number and adding appropriate comments:

|                                                                                                                                              |          |          |          |          |          |            | <u>Totals</u> |
|----------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|------------|---------------|
| A. The amount of information I received regarding District organization and priority programs for the 1975-1976 school year was:             |          |          |          |          |          |            |               |
| 2 (1%)                                                                                                                                       | 14 (5%)  | 10 (4%)  | 40 (15%) | 88 (34%) | 77 (30%) | 29 (11%)   | 260 (100%)    |
| 1                                                                                                                                            | 2        | 3        | 4        | 5        | 6        | 7          |               |
| Insufficient                                                                                                                                 |          |          |          |          |          | Sufficient |               |
| Comments: _____                                                                                                                              |          |          |          |          |          |            |               |
|                                                                                                                                              |          |          |          |          |          |            |               |
| B. The extent to which I was able to review and study the content and structure of the six baseline documents was:                           |          |          |          |          |          |            |               |
| 6 (2%)                                                                                                                                       | 13 (5%)  | 29 (11%) | 59 (23%) | 78 (30%) | 59 (23%) | 16 (6%)    | 260 (100%)    |
| 1                                                                                                                                            | 2        | 3        | 4        | 5        | 6        | 7          |               |
| Insufficient                                                                                                                                 |          |          |          |          |          | Sufficient |               |
| Comments: _____                                                                                                                              |          |          |          |          |          |            |               |
|                                                                                                                                              |          |          |          |          |          |            |               |
| C. The extent to which I was able to initiate plans for utilizing the baseline documents during the 1975-1976 school year was:               |          |          |          |          |          |            |               |
| 10 (4%)                                                                                                                                      | 26 (10%) | 43 (17%) | 60 (23%) | 69 (27%) | 38 (15%) | 10 (4%)    | 256 (100%)    |
| 1                                                                                                                                            | 2        | 3        | 4        | 5        | 6        | 7          |               |
| Insufficient                                                                                                                                 |          |          |          |          |          | Sufficient |               |
| Comments: _____                                                                                                                              |          |          |          |          |          |            |               |
|                                                                                                                                              |          |          |          |          |          |            |               |
| D. The extent to which I was able to suggest ways in which support personnel can best serve the schools to implement baseline documents was: |          |          |          |          |          |            |               |
| 5 (2%)                                                                                                                                       | 10 (4%)  | 36 (14%) | 68 (26%) | 79 (31%) | 44 (17%) | 16 (6%)    | 258 (100%)    |
| 1                                                                                                                                            | 2        | 3        | 4        | 5        | 6        | 7          |               |
| Insufficient                                                                                                                                 |          |          |          |          |          | Sufficient |               |
| Comments: _____                                                                                                                              |          |          |          |          |          |            |               |
|                                                                                                                                              |          |          |          |          |          |            |               |
| E. The understanding I have of the DISD Management Academy for 1975-76 is:                                                                   |          |          |          |          |          |            |               |
| 31 (12%)                                                                                                                                     | 38 (15%) | 36 (14%) | 73 (28%) | 42 (16%) | 27 (11%) | 10 (4%)    | 257 (100%)    |
| 1                                                                                                                                            | 2        | 3        | 4        | 5        | 6        | 7          |               |
| Inadequate                                                                                                                                   |          |          |          |          |          | Adequate   |               |
| Comments: _____                                                                                                                              |          |          |          |          |          |            |               |
|                                                                                                                                              |          |          |          |          |          |            |               |

F. The understanding I have of the role of the principal as instructional leader is:

|                 |        |        |          |          |          |            |            |
|-----------------|--------|--------|----------|----------|----------|------------|------------|
| 0 (0%)          | 3 (1%) | 6 (2%) | 25 (10%) | 49 (19%) | 77 (31%) | 93 (37%)   | Totals     |
| 1               | 2      | 3      | 4        | 5        | 6        | 7          | 253 (100%) |
|                 |        |        |          |          |          | Unclear    |            |
|                 |        |        |          |          |          | Very Clear |            |
| Comments: _____ |        |        |          |          |          |            |            |

H. My attitude about this workshop as a whole can be described as follows:

|                 |        |        |         |          |          |            |            |
|-----------------|--------|--------|---------|----------|----------|------------|------------|
| 0 (0%)          | 2 (1%) | 4 (2%) | 12 (5%) | 67 (25%) | 91 (35%) | 83 (32%)   | Totals     |
| 1               | 2      | 3      | 4       | 5        | 6        | 7          | 259 (100%) |
|                 |        |        |         |          |          | Not        |            |
|                 |        |        |         |          |          | Very       |            |
|                 |        |        |         |          |          | Worthwhile |            |
|                 |        |        |         |          |          | Worthwhile |            |
| Comments: _____ |        |        |         |          |          |            |            |

I. In terms of organization, this workshop was:

|                    |        |        |        |          |          |             |            |
|--------------------|--------|--------|--------|----------|----------|-------------|------------|
| 0 (0%)             | 0 (0%) | 5 (2%) | 6 (2%) | 40 (16%) | 91 (36%) | 111 (44%)   | Totals     |
| 1                  | 2      | 3      | 4      | 5        | 6        | 7           | 253 (100%) |
|                    |        |        |        |          |          | Very        |            |
|                    |        |        |        |          |          | Very Well   |            |
|                    |        |        |        |          |          | Unorganized |            |
|                    |        |        |        |          |          | Organized   |            |
| Suggestions: _____ |        |        |        |          |          |             |            |

J. Please note any recommendations for the July 22-28 workshop.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

K. Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

# Administrators' Work Conference

Skyline Center

July 22-23-24-25-28, 1975



dallas independent school district

ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER  
July 22-25, 28, 1975

General Information

1. Work conference headquarters will be located in room 104 near the auditorium.
2. Incoming calls should be directed to extension 245 or 246. Messages will be posted on a bulletin board in the student center.
3. When not designated into a group, central staff personnel should attend meetings according to areas of interest.
4. You are asked not to smoke in the library.
5. Coffee and doughnuts will be served daily from 8:00 - 8:30 a.m. and at 3:15 p.m. in the cafeteria.
6. On July 22, 23, and 24, a planned coffee break will be scheduled each morning in the cafeteria.
7. On July 24, 25, and 28, coffee will be served during breaks on the second floor at the entrances to the library.
8. Lunch will be served daily.
9. Rooms 121 and 122 (adjacent to cafeteria and student center) will be available for curriculum material display. Feel free to browse during lunch and coffee breaks.

ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER  
July 22-25, 28, 1975

Expected Outcomes

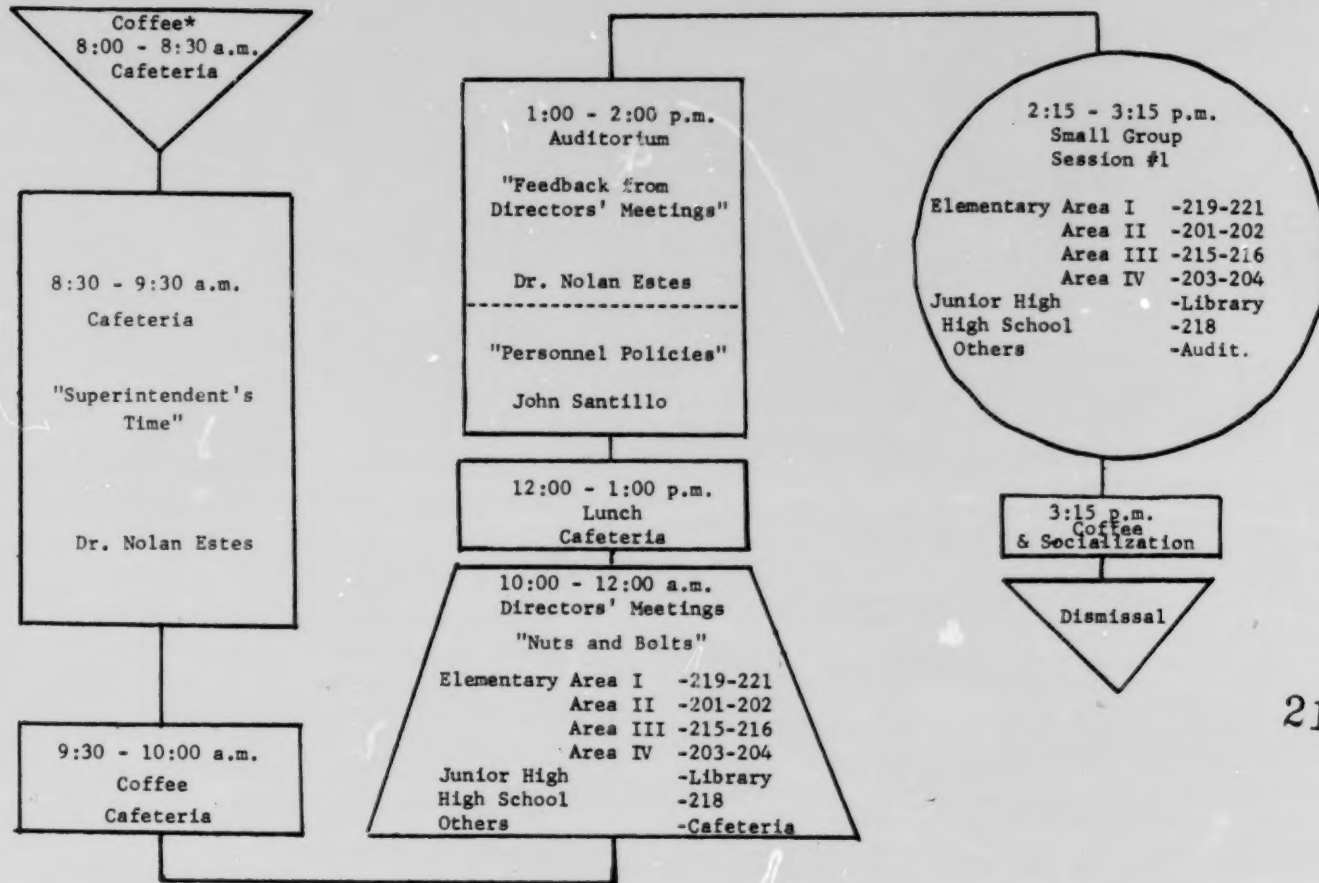
Participants should plan to:

1. Receive and discuss information about the "Benchmarks of Quality for the 80's."
2. Receive and discuss information about the results of the DISD study of instruction conducted by Dr. Francis Chase.
3. Become involved in activities designed to enable the principal to leave the conference with specific activities and strategies for planning, organizing, and implementing the intent of the baseline curriculum.
4. Receive specific and useful information necessary to manage a local school program through the following required sessions:
  - a. New Policies/New Legislation/Organization Handbook
  - b. Disciplinary procedures
  - c. Bilingual Education/Affirmative Action
  - d. Plan A
  - e. Shared Decision Making
  - f. Fiscal procedures
5. Participate on a needs basis in a series of optional activities designed to provide information about various aspects of program management.



ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER

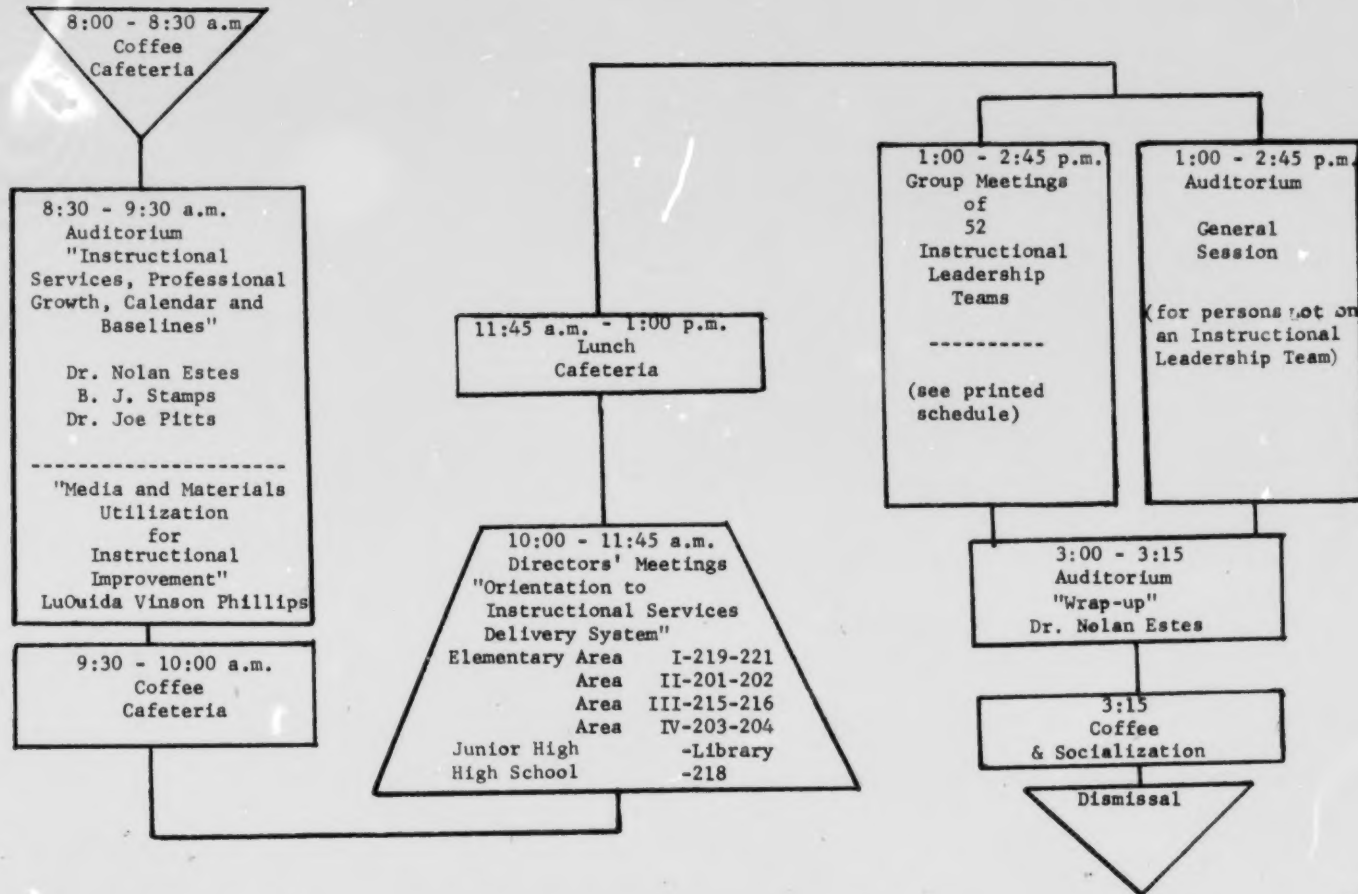
Tuesday, July 22, 1975



\* You will be asked to complete an instructional services survey form.

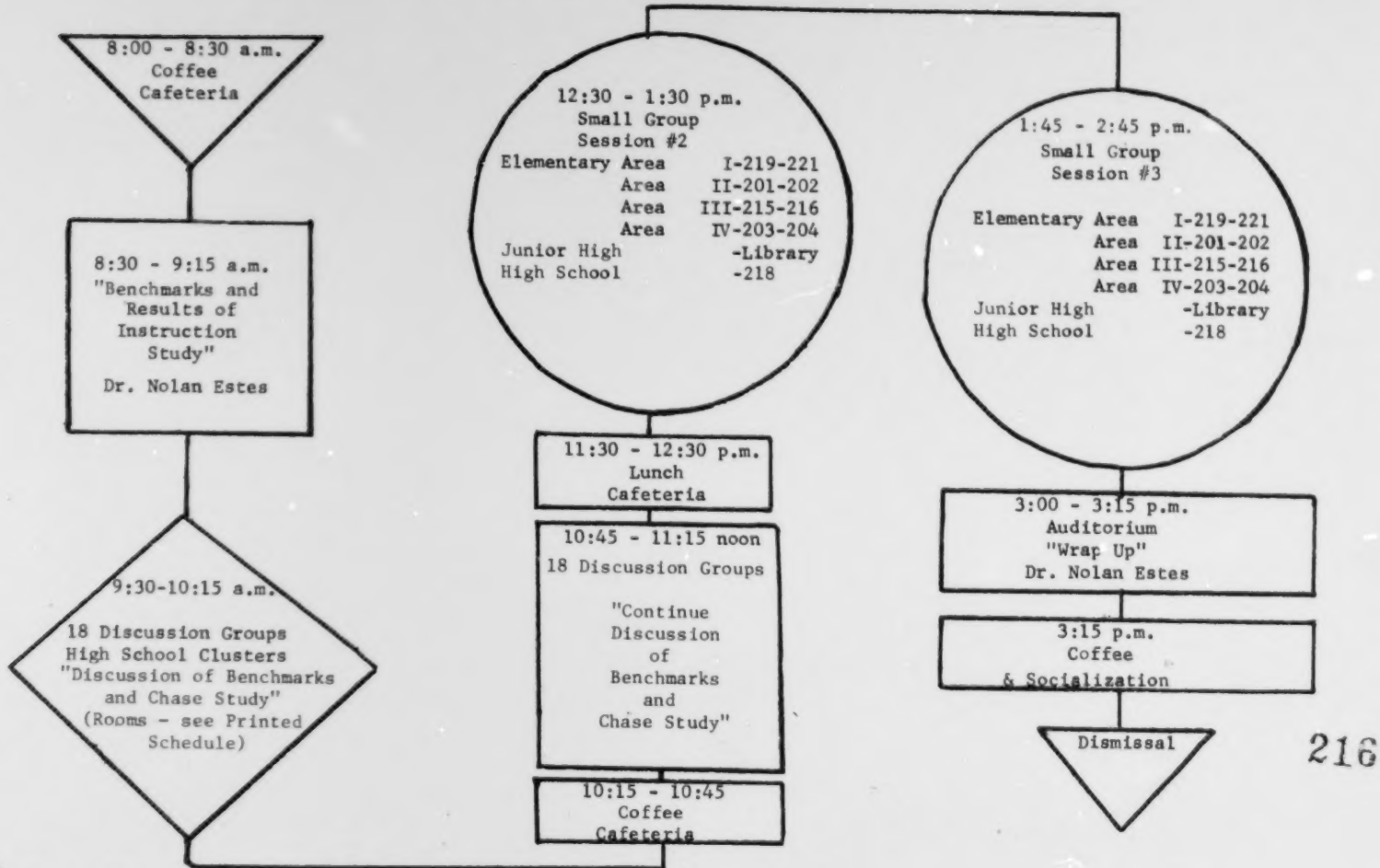
ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER

Wednesday, July 23, 1975



ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER

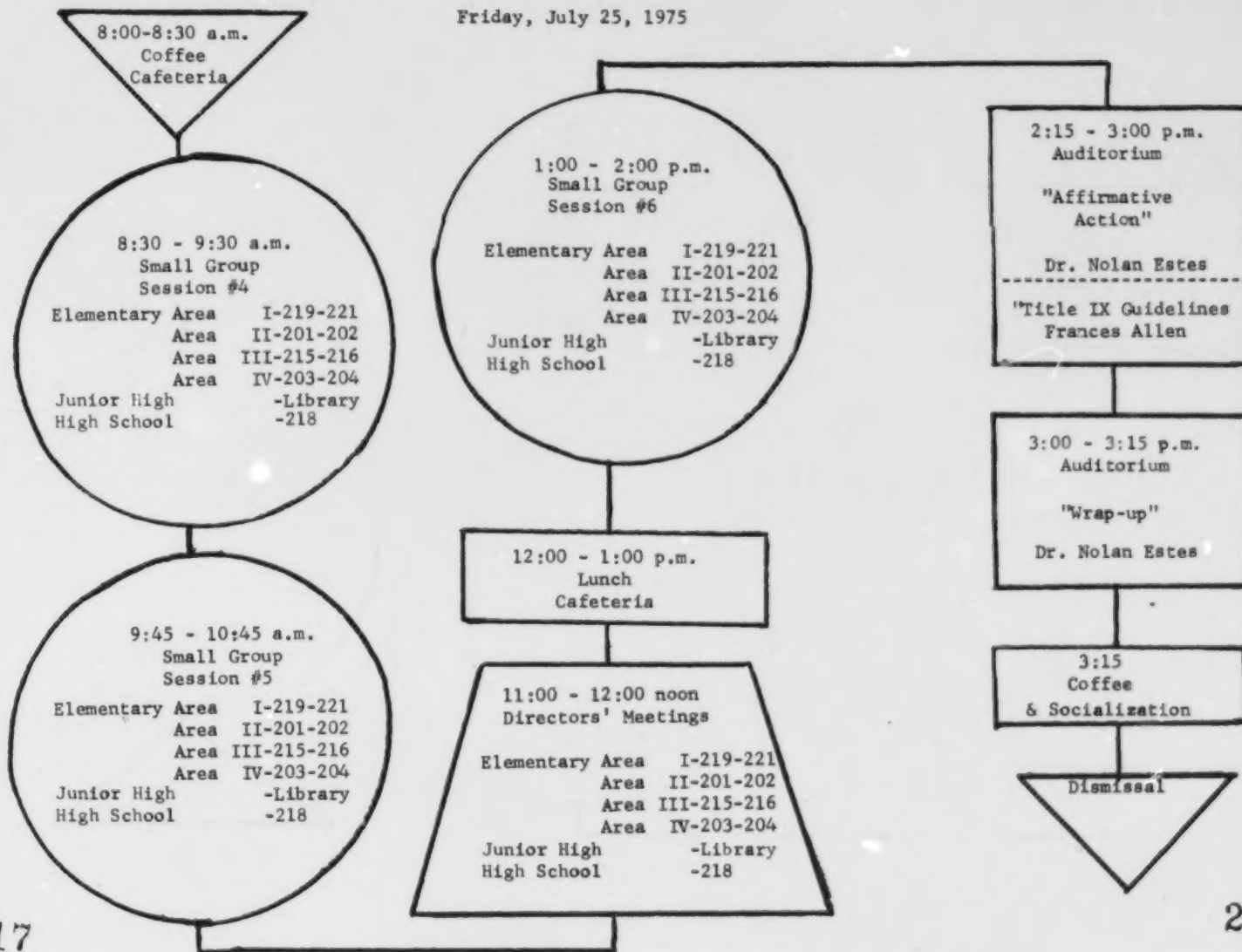
Thursday, July 24, 1975



215

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Friday, July 25, 1975

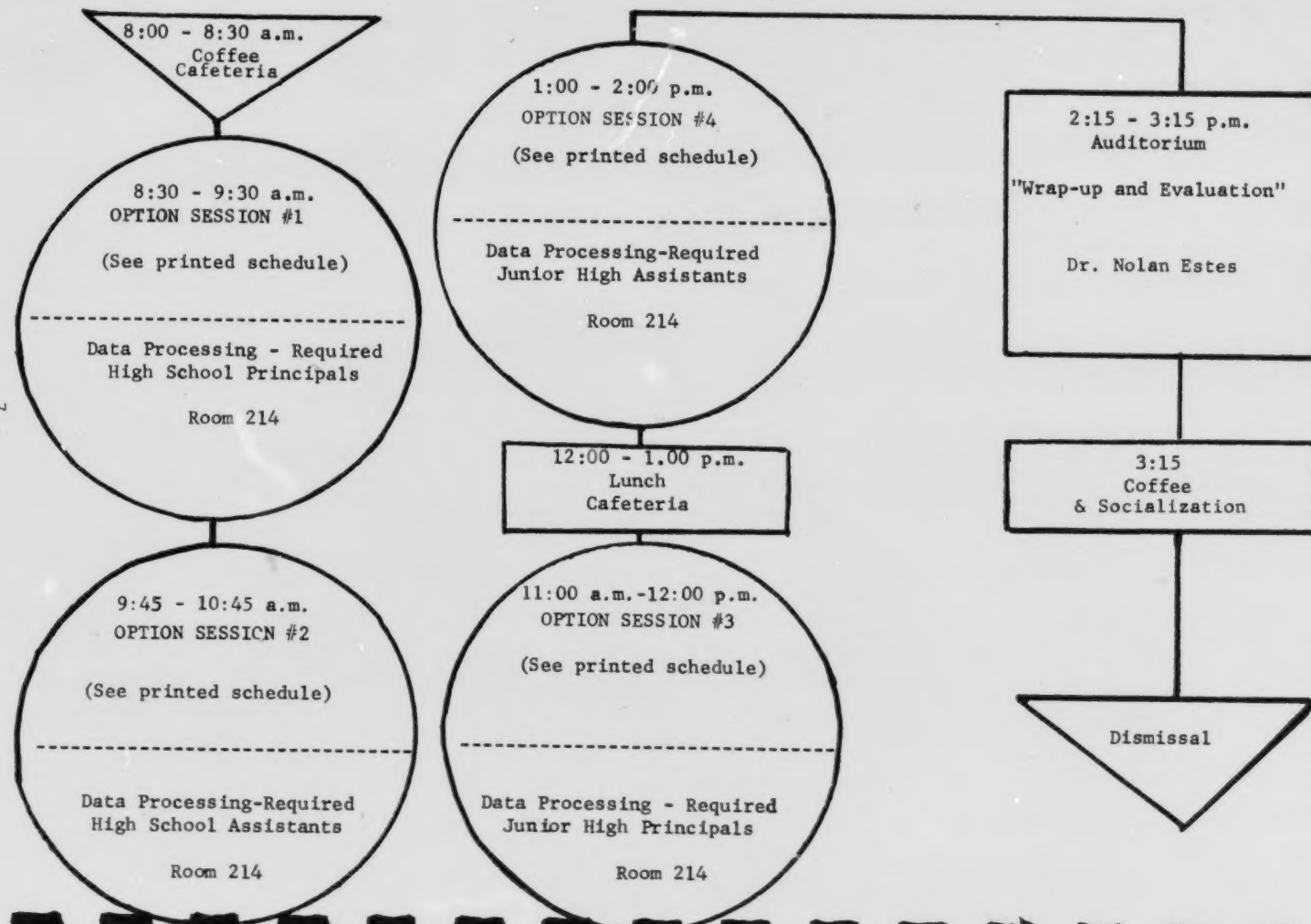


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ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER

Monday, July 28, 1975



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ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER  
July 22-28, 1975

Small Group Sessions  
July 22, 24, 25, 1975

| <u>Activity</u>                                      | <u>Leaders</u>                     | <u>Rooms</u> |           |           |           |           |           |
|------------------------------------------------------|------------------------------------|--------------|-----------|-----------|-----------|-----------|-----------|
|                                                      |                                    | <u>#1</u>    | <u>#2</u> | <u>#3</u> | <u>#4</u> | <u>#5</u> | <u>#6</u> |
| New Policies/Legislation and Organizational Handbook | Ascough/Moffett/<br>Johnston       | 219          | 201       | 215       | 203       | Lib.      | 218       |
| Disciplinary Procedures                              | Reid/Fridia/<br>Niedecken/Hoeffner | 201          | 215       | 203       | Lib.      | 218       | 219       |
| Bilingual Education/Affirmative Action Plan A        | Ruben Gallegos<br>Frances Allen    | 215          | 203       | Lib.      | 218       | 219       | 201       |
| Shared Decision Making                               | Robbie Collins                     | Lib.         | 218       | 219       | 201       | 215       | 203       |
| Fiscal Procedures                                    | Charles Hardy                      | 218          | 219       | 201       | 215       | 203       | Lib.      |

Room Assignments

Elementary Area I - 219-221

II - 201-202

III - 215-216

IV - 203-204

Junior High - Library

High School - 218



ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER  
July 22-28, 1975

Group Meetings of 52  
Instructional Leadership Teams\*

1:00-2:45 p.m.  
Wednesday, July 23, 1975

ELEMENTARY

AREA I

|                     |                |
|---------------------|----------------|
| Language Arts       | - rms. 219/221 |
| Social Studies      | - rms. 219/221 |
| Math                | - rms. 219/221 |
| Science             | - rms. 219/221 |
| Creative Arts       | - rms. 219/221 |
| Recreative Arts     | - rm. 213      |
| K-3                 | - rm. 213      |
| Special Education   | - rm. 213      |
| Bilingual Education | - rm. 213      |

AREA II

|                     |                |
|---------------------|----------------|
| Language Arts       | - rms. 201/202 |
| Social Studies      | - rms. 201/202 |
| Math                | - rms. 201/202 |
| Science             | - rms. 201/202 |
| Creative Arts       | - rms. 201/202 |
| Recreative Arts     | - rm. 206      |
| K-3                 | - rm. 206      |
| Special Education   | - rm. 206      |
| Bilingual Education | - rm. 206      |

AREA III

|                     |                |
|---------------------|----------------|
| Language Arts       | - rms. 215/216 |
| Social Studies      | - rms. 215/216 |
| Math                | - rms. 215/216 |
| Science             | - rms. 215/216 |
| Creative Arts       | - rms. 215/216 |
| Recreative Arts     | - rm. 211      |
| K-3                 | - rm. 211      |
| Special Education   | - rm. 211      |
| Bilingual Education | - rm. 211      |

AREA IV

|                       |                |
|-----------------------|----------------|
| Language Arts         | - rms. 203/204 |
| Social Studies        | - rms. 203/204 |
| Math                  | - rms. 203/204 |
| Science               | - rms. 203/204 |
| Creative Arts         | - rms. 208     |
| Recreative Arts       | - rm. 208      |
| K-3 (east of Trinity) | - rm. 208      |
| K-3 (west of Trinity) | - rm. 209      |
| Special Education     | - rm. 209      |
| Bilingual Education   | - rm. 209      |

SECONDARY

JUNIOR HIGH

|                   |           |
|-------------------|-----------|
| Language Arts     | - Library |
| Social Studies    | - Library |
| Math              | - Library |
| Science           | - rm. 214 |
| Creative Arts     | - rm. 214 |
| Recreative Arts   | - rm. 224 |
| Career Education  | - rm. 224 |
| Special Education | - rm. 224 |

HIGH SCHOOL

|                   |           |
|-------------------|-----------|
| Language Arts     | - rm. 218 |
| Social Studies    | - rm. 218 |
| Math              | - rm. 218 |
| Science           | - rm. 220 |
| Creative Arts     | - rm. 220 |
| Recreative Arts   | - rm. 222 |
| Career Education  | - rm. 222 |
| Special Education | - rm. 222 |

\* Directions for these sessions will be given during the "Orientation Session" at 10:00 - 11:45 a.m. on July 23.

ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER  
July 22-28, 1975

High School Cluster Groups  
for  
Discussion of Benchmarks and Chase Study\*  
9:30 - 10:15 A.M.

Thursday, July 24, 1975

Room 211

Ben Niedecken

Seagoville HS  
Rylie JH  
Central  
Kleberg  
Seagoville

Room 215

Rogers Barton

Skyline HS  
Hood, J. B. JH  
Bayles  
Conner, S. S.  
Frazier, J. C.  
Rowe, Edna  
Sanger, Alex  
Silberstein, Ascher  
Urban Park

Room 219

Bill Cotton

South Oak Cliff HS  
Storey, Boude JH  
Zumwalt, Sarah JH  
Bryan, J. N.  
Bushman, W. W.  
Darrell, B. F.  
Ervin, J. N.  
Jackson, Maynard  
Lisbon  
Marshall, T. D.  
Oliver, Clara  
Pease, E. M.  
Stone, Harry  
Young, Whitney

Room 218

Larry Ascough

Spruce, H. Grady HS  
Comstock, E. B. JH  
Anderson, W. M.  
Blair, W. A.  
Buckner, Robert C.  
Burleson, Rufus D.  
Dorsey, Julius  
Lagow, Richard  
Macon, B. H.  
Moseley, Nancy  
Rhoads, J. J.

Room 214

Ruben Gallegos

Sunset HS  
Greiner, W. E. JH  
Coward, L. P.  
Douglass, Fred  
Hooe, Lida  
Jones, Anson  
Juarez, Benito  
Lanier, Sidney  
Peabody, George  
Rosemont  
Stevens Park  
Winnetka

Room 216

Frances Allen

White, W. T. HS  
Marsh, T. C. JH  
Walker, E. D. MS  
Adams, Nathan  
Cabell, W. L.  
DeGolyer, E. L.  
Field, Tom W.  
Gooch, Tom C.  
Marcus, Herbert  
Tyler, Priscilla  
Withers, H. C.

Room 221

Carlton Moffett

Woodrow Wilson HS  
Long, J. H. JH  
Jackson, Stonewall  
Lakewood  
Lee, Robert E.  
Lipscomb, William  
Mount Auburn  
Roberts, O. M.

Room 202

Joe Pitts

North Dallas HS  
Rusk, T. J. JH  
Spence, Alex W. JH  
Arlington Park  
Bonham, James B.  
Carroll, Wm. B.  
Fannin, James W.  
Houston, Sam  
Knight, Obadiah  
Maple Lawn  
Milam, Ben  
Travis, W. B.  
Washington, Booker T.

Room 204

John Santillo

Lincoln HS  
Anderson, P. C.  
Austin, Stephen F.  
Brown, J. H.  
City Park  
Colonial  
Crockett, David  
Madison, James  
Rice, Charles  
Thompson, H. S.  
Wheatley, Phyllis

\* Persons not accounted for on the lists should attend the session of their choice.

ADMINISTRATORS' WORK CONFERENCE  
SKYLINE CENTER  
July 22-28, 1975

High School Cluster Groups  
for  
Discussion of Benchmarks and Chase Study\*  
9:30 - 10:15 A.M.

Thursday, July 24, 1975

Room 201  
B. J. Stamps

Adams, Bryan HS  
Gaston, W. H. JH  
Hill, Robert T. JH  
Casa View  
Gill, Charles  
Harris, Fannie C.  
Hassell, T. C.  
Hexter, Victor  
Kiest, Edwin J.  
Reilly, Martha T.  
Reinhardt  
Truett, George W.

Room 213  
Bill Webster

Adamson, W. H. HS  
Budd, Harrell  
Henderson, Margaret B.  
Hogg, James S.  
Peeler, John F.  
Reagan, John H.

Room 203  
Otto Fridia

Carter, David W. HS  
Atwell, W. H. JH  
Hulcy, D. A. MS  
Alexander, Birdie  
Lee, Umphrey  
Marsalis, T. L.  
Terry, T. G.\*  
Thornton, R. L.  
Turner, Adelle  
Twain, Mark  
Weiss, Martin

Room 222  
Ruby Morris

Hillcrest HS  
Franklin, Benjamin JH  
Dealey, G. B.  
Hotchkiss, L. L.  
Kramer, Arthur  
Pershing, J. J.  
Preston Hollow  
Ray, J. W.  
Rogers, Dan

Room 220  
Weldon Wells

Jefferson, Thomas HS  
Cary, Edward H. JH  
Burnet, D. C.  
Caillet, F. P.  
Foster, Stephen C.  
Longfellow, H. W.  
Polk, K. B.  
Walnut Hill  
Williams, Sudie L.

Room 224  
George Reid

Kimball, Justin F. HS  
Browne, T. W. JH  
Stockard, L. V. JH  
Carpenter, John W.  
Cochran, Nancy  
Davis, Jefferson  
Donald, L. O.  
Hall, L. K.  
Russell, Clinton P.  
Seguin, Erasmo  
Stemmons, Leslie  
Webster, Daniel

Room 206  
Ed Cowens

Pinkston, L. G. HS  
Edison, Thomas JH  
Sequoyah MS  
Allen, Gabe  
Arcadia Park  
Carr, C. F.  
Carver, George W.  
Earhart, Amelia  
Navarro, Jose

Room 208  
Robert Andrews

Roosevelt, Franklin HS  
Holmes, Oliver W. JH  
Bowie, James  
Harlee, N. W.  
Johnson, Albert S.  
Miller, W. B.  
Mills, R. Q.

Room 209  
H. D. Pearson

Samuell, W. W. HS  
Florence, Fred JH  
Adams, John  
Blanton, Annie W.  
Dunbar, Paul  
Hawthorne, N.  
Ireland, John  
Runyon, John W.  
San Jacinto  
Titche, Edward

\* Persons not accounted for on the lists should attend the session of their choice.

Administrators' Work Conference  
Skyline Center  
July 22-28, 1975

Option Sessions - Schedule<sup>\*</sup>

Monday, July 28, 1975

Session #1 - 8:30-9:30 a.m.

Session #2 - 9:45-10:45 a.m.

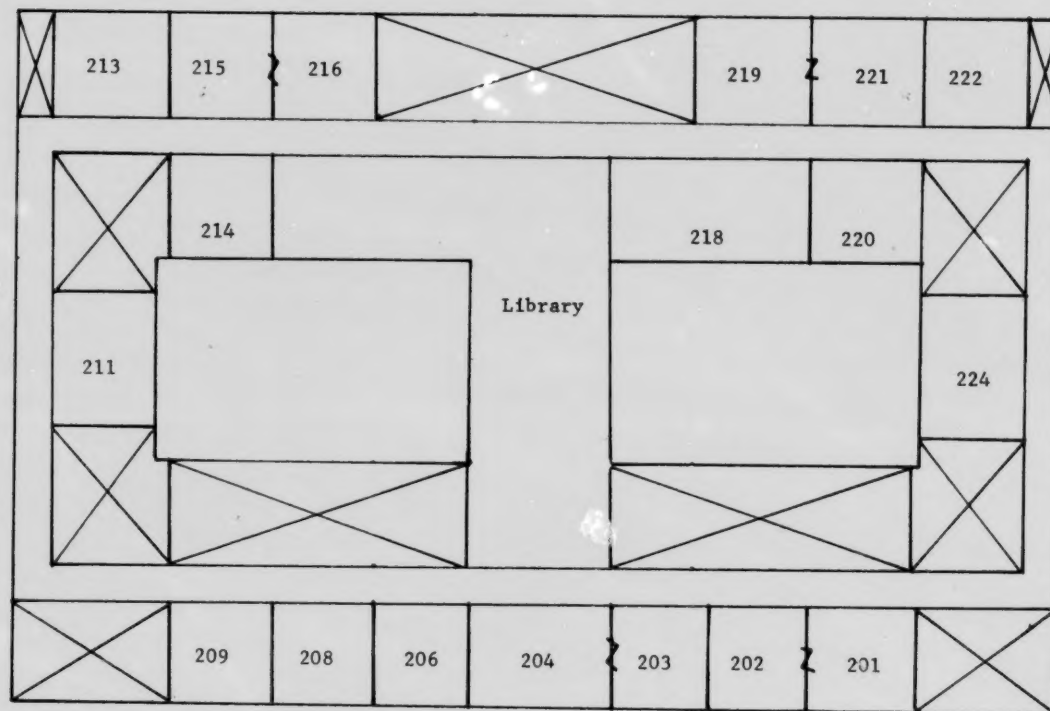
Session #3 - 11:00-12:00 noon

Session #4 - 1:00-2:00 p.m.

<sup>\*</sup> A master schedule of alternatives will be available as an addendum to the conference brochure.

ADMINISTRATORS' WORK CONFERENCE  
 SKYLINE CENTER  
 July 22-25, 28, 1975

Floor Plans For  
 Meeting Rooms



Skyline Center - 2nd Floor

226

Front of building

227  
 N

DALLAS INDEPENDENT SCHOOL DISTRICT  
SCHOOL ADMINISTRATION BUILDING 3700 ROSS AVE.  
July 16, 1975

171

To: DISD Administrative Personnel

Subject: Administrators Work Conference (July 22-25, 28, 1975)

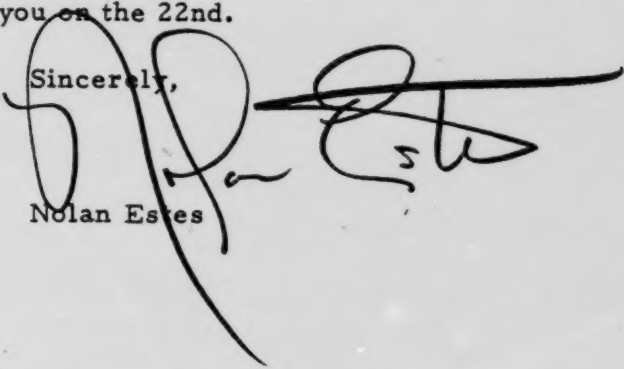
The July Administrators Work Conference will be held at Skyline Center beginning July 22, 1975, at 8:00 a.m. All DISD administrators should plan to attend on Tuesday and attend thereafter as designated by the Assistant Superintendent of your department.

The focus of this work conference will be on equipping the building level administrator to effectively manage the schools in 1975-1976.

Coffee and doughnuts will be served from 8:00 - 8:30 a.m. and lunch will be served in the Skyline Cafeteria daily. In addition, a "Coffee and Socialization" session is planned daily at the close of the work conference activities. Casual dress will be appropriate except when taking your picture for the DSAA Yearbook (July 23 and 24).

I look forward to seeing you on the 22nd.

Sincerely,



Nolan Estes



Dallas Independent School District  
Administrators' Work Conference  
July 22-25, 28, 1975

|            |     |
|------------|-----|
| Secondary  | 113 |
| Elementary | 131 |
| Per        | 47  |
| Total      | 291 |

|               |            |
|---------------|------------|
| Principal     | <u>140</u> |
| Asst. Prin.   | <u>80</u>  |
| Central Staff | <u>31</u>  |
| Other         | <u>40</u>  |
| Total         | <u>291</u> |

## Results

## Conference Evaluation

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Please indicate your response to each statement by circling a number and adding appropriate comments:

|                                                                                                                                                                                                                                               |       |        |         |         |          |            |  | Totals    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------|---------|----------|------------|--|-----------|
| A. The information I received regarding the "Benchworks of Quality for the '80's" was:                                                                                                                                                        |       |        |         |         |          |            |  |           |
| 2(1%)                                                                                                                                                                                                                                         | 9(3%) | 16(6%) | 43(15%) | 70(24%) | 118(41%) | 28(10%)    |  | 286(100%) |
| 1                                                                                                                                                                                                                                             | 2     | 3      | 4       | 5       | 6        | 7          |  |           |
| Insufficient                                                                                                                                                                                                                                  |       |        |         |         |          | Sufficient |  |           |
| Comments: _____                                                                                                                                                                                                                               |       |        |         |         |          |            |  |           |
|                                                                                                                                                                                                                                               |       |        |         |         |          |            |  |           |
| B. The information I received about the results of the DISD study of instruction was:                                                                                                                                                         |       |        |         |         |          |            |  |           |
|                                                                                                                                                                                                                                               | 6(2%) | 16(6%) | 38(13%) | 87(30%) | 94(33%)  | 45(16%)    |  | 286(100%) |
| 1                                                                                                                                                                                                                                             | 2     | 3      | 4       | 5       | 6        | 7          |  |           |
| Insufficient                                                                                                                                                                                                                                  |       |        |         |         |          | Sufficient |  |           |
| Comments: _____                                                                                                                                                                                                                               |       |        |         |         |          |            |  |           |
|                                                                                                                                                                                                                                               |       |        |         |         |          |            |  |           |
| C. The extent to which I became involved in activities designed to enable the principal to leave the conference with specific activities and strategies for planning, organizing, and implementing the intent of the baseline curriculum was: |       |        |         |         |          |            |  |           |
| 1(0%)                                                                                                                                                                                                                                         | 3(1%) | 7(2%)  | 29(10%) | 85(30%) | 117(41%) | 45(16%)    |  | 287(100%) |
| 1                                                                                                                                                                                                                                             | 2     | 3      | 4       | 5       | 6        | 7          |  |           |
| Insufficient                                                                                                                                                                                                                                  |       |        |         |         |          | Sufficient |  |           |
| Comments: _____                                                                                                                                                                                                                               |       |        |         |         |          |            |  |           |
|                                                                                                                                                                                                                                               |       |        |         |         |          |            |  |           |
| D. The extent to which I received specific and useful information through the following required sessions was:                                                                                                                                |       |        |         |         |          |            |  |           |
| a. New Policies/New Legislation/Organization Handbook                                                                                                                                                                                         |       |        |         |         |          |            |  |           |
|                                                                                                                                                                                                                                               |       | 5(2%)  | 31(11%) | 86(30%) | 109(39%) | 51(18%)    |  | 282(100%) |
| 1                                                                                                                                                                                                                                             | 2     | 3      | 4       | 5       | 6        | 7          |  |           |
| Insufficient                                                                                                                                                                                                                                  |       |        |         |         |          | Sufficient |  |           |
| Comments: _____                                                                                                                                                                                                                               |       |        |         |         |          |            |  |           |

## b. Disciplinary Procedures

|              |       |        |         |         |          |            |           |
|--------------|-------|--------|---------|---------|----------|------------|-----------|
| 1(0%)        | 6(2%) | 15(6%) | 26(10%) | 80(29%) | 104(38%) | 40(15%)    | 272(100%) |
| 1            | 2     | 3      | 4       | 5       | 6        | 7          |           |
| Insufficient |       |        |         |         |          | Sufficient |           |
| Comments:    |       |        |         |         |          |            |           |

## c. Bilingual Education/Affirmative Action

|              |       |        |         |         |         |            |           |
|--------------|-------|--------|---------|---------|---------|------------|-----------|
| 4(1%)        | 5(2%) | 19(7%) | 46(17%) | 88(33%) | 78(29%) | 30(11%)    | 270(100%) |
| 1            | 2     | 3      | 4       | 5       | 6       | 7          |           |
| Insufficient |       |        |         |         |         | Sufficient |           |
| Comments:    |       |        |         |         |         |            |           |

## d. Plan A

|              |       |        |         |         |         |            |           |
|--------------|-------|--------|---------|---------|---------|------------|-----------|
| 3(1%)        | 3(1%) | 15(6%) | 48(18%) | 86(32%) | 85(32%) | 26(10%)    | 266(100%) |
| 1            | 2     | 3      | 4       | 5       | 6       | 7          |           |
| Insufficient |       |        |         |         |         | Sufficient |           |
| Comments:    |       |        |         |         |         |            |           |

## e. Shared Decision Making

|              |       |       |         |         |          |            |           |
|--------------|-------|-------|---------|---------|----------|------------|-----------|
|              | 2(1%) | 8(3%) | 41(15%) | 84(30%) | 105(38%) | 35(13%)    | 275(100%) |
| 1            | 2     | 3     | 4       | 5       | 6        | 7          |           |
| Insufficient |       |       |         |         |          | Sufficient |           |
| Comments:    |       |       |         |         |          |            |           |

## f. Fiscal Procedures

|              |       |        |         |         |         |            |           |
|--------------|-------|--------|---------|---------|---------|------------|-----------|
| 1(0%)        | 3(1%) | 13(5%) | 31(11%) | 97(36%) | 92(34%) | 34(13%)    | 271(100%) |
| 1            | 2     | 3      | 4       | 5       | 6       | 7          |           |
| Insufficient |       |        |         |         |         | Sufficient |           |
| Comments:    |       |        |         |         |         |            |           |

## E. The information which I gained from the series of optional activities was:

|              |       |       |        |         |          |            |           |
|--------------|-------|-------|--------|---------|----------|------------|-----------|
|              | 2(1%) | 5(2%) | 21(7%) | 65(24%) | 112(41%) | 70(25%)    | 275(100%) |
| 1            | 2     | 3     | 4      | 5       | 6        | 7          |           |
| Insufficient |       |       |        |         |          | Sufficient |           |
| Comments:    |       |       |        |         |          |            |           |

F. My attitude about this workshop as a whole can be described as follows:

|            |   |        |   |         |          |            |           |
|------------|---|--------|---|---------|----------|------------|-----------|
| 1          | 2 | 3      | 4 | 5       | 6        | 7          |           |
| 2(1%)      |   | 13(5%) |   | 50(18%) | 104(37%) | 107(39%)   | 276(100%) |
| Not        |   |        |   |         |          | Very       |           |
| Worthwhile |   |        |   |         |          | Worthwhile |           |

Comments: \_\_\_\_\_

G. In terms of organization, this workshop was:

|       |   |       |        |        |         |          |           |
|-------|---|-------|--------|--------|---------|----------|-----------|
| 1(0%) |   | 4(1%) | 10(4%) | 14(5%) | 96(34%) | 157(56%) | 282(100%) |
| 1     | 2 | 3     | 4      | 5      | 6       | 7        |           |

Very

Unorganized

Suggestions: \_\_\_\_\_

Very Well  
Organized

H. Suggestions for future work conferences:

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I. General Comments: \_\_\_\_\_

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Dallas Independent School District  
 Administrator's Work Conference  
 July 22-25, 28, 1975

Conference Evaluation

I. General Comments

Very much appreciated.  
 I liked the opportunity to visit.  
 Best.  
 A very splendid effort.  
 The small group meeting concept was excellent - created a climate for exchange of ideas and input.  
 Very good and well organized.  
 More options.  
 Was excellent.  
 Area meetings with Dr. Estes.  
 The work conference was very worthwhile.  
 Food was good and fattening. Too cold in this building.  
 Conference workshop leaders who did outstanding job. Dr. Galvan, Charles Hardy. We always need nuts and bolts.  
 Too much information -- too many handouts.  
 Appreciate Joe Pitts interest in making each workshop better. He will!  
 I appreciated the free and easy manner in which the workshop as a whole was conducted.  
 The workshop has been excellent!  
 I personally will need to do a lot of independent study before I can assimilate all the material given us. I do have some frustration about having so much given to us in such a short time.  
 I thought the conference was informative and well planned - one of our very best ever.  
 Very well organized and very well presented.  
 I enjoyed this conference and felt it was extremely worthwhile. The coffee was excellent and in quantity. "Keep it at Skyline"  
 It lasted one day too long. Monday is a bad day to end up a workshop.  
 Overall most interesting and informative.  
 Very well planned - very well executed - food was good - presentations were very good.  
 Workshops are getting better - food was better - longer breaks between sessions helped.  
 Good location, good organization, good food - what more can you want?  
 1. Program extremely well-organized. 2. Free food and refreshments greatly appreciated.  
 I appreciate the manner that Dr. Estes has handled the "Court Order" situation. 5 days is too much.  
 Many principals work very hard in all aspects of maintaining an excellent school and do have the students, teachers and community's best interests at heart. Therefore, I do resent being talked to by some of leaders as if principals were the main causes of problems and how terrible a job we had done in various areas, such as (1) discipline (2) working with black children (3) AAP.  
 Dr. Pitts is to be commended for a superb job.  
 Very well organized workshop. Good presentations.  
 5 days - too long

I. (continued)

Excellent conference for the local building principal. The conference was well planned and implemented.

Too many days. Would prefer a.m. sessions without noon meals.

Organization was excellent. Food much better than at Hulcy. Felt more relaxed this year.

Three days would have been sufficient.

Too much material presented - who could possibly assimilate all the information.

Food was quite an improvement.

Keep the same format.

We were deluged with too many materials - these could be in more precise form - better organized.

It was one of the best ones I have attended.

Very well done.

Very good organization. Give Dr. Pitts a half day off.

Well done! One of the best I've attended.

The overall workshop was very informative, especially the Reading Diagnosis class.

A little lengthy - But an inspiration and good send-off for your administrators.

Very well planned.

Excellent conference with ample solid material to take back to my building. I feel more confident than ever before in beginning a new school year.

Overall workshop session very good, informative.

More optional activities - gain what one needs.

Resource Administrators and Interns need to be more involved in School Plant Management in their buildings. I enjoyed the work very much. I hope to be involved more in future workshops.

Well planned. We were rushed for time in many instances. Follow up sessions are necessary, periodically.

Congratulations on this workshop. I know the hours of organization and personal attention it must have taken.

Most informative and very well organized.

A very fine conference - most people will begin this school year with much enthusiasm. This should be a very significant year.

Well organized.

Limit workshops to three days.

Alternate days where we would have some time (1/2 days) in the building.

I appreciate the hard work involved in putting this on.

Like the hospitality idea; feeling of solidarity, cohesiveness, etc. A very good workshop, really most excellent. Enjoyed the food, coffee, rolls, etc. Like the "Big Picture." Liked the General Superintendents nine objectives.

I like the extra week in the Fall. I feel comfortable with the time I have to get ready to open school now.

Good.

Keep up good work

Well done - thanks. Z P.V's to Gene Davenport.

Very much impressed

Very good to excellent

The best workshop I have ever attended.

Conference - too long; Davenport - unprepared; Denton - too fast; Roberts - good session; Data Processing - really not necessary for some.

Very well organized - most productive.

Condense to 3 days.

Very worthwhile.

(1) some policies not clear in my mind as a result of Bulletin #125 Optional meeting. (2) Optional sessions were very worthwhile. They could have been a little shorter to allow attending more.

Good sessions and finally enough time for breaks! 233



I (continued)

The interpretation of some parts of Bulletin 125 are unclear. The presentors were in conflict with each other in the interpretation of some policies.



Dallas Independent School District  
Administrators' Work Conference  
July 22-25, 28, 1975

Conference Evaluation

H. Suggestions for future work conferences:

Should be cut to 3 days

Three days seems sufficient for short attention spans (smile) or try 2 days of concentration on things of specific concern to all then go to 1/2 day options with the other half-day spent in the buildings.

A special designed unit on Fiscal utilization of (PBBS) Codes and funding.

Some sessions needed more time for the presentations while others did not use what they had. Maybe some of the optional sessions could be shorter so that a person could attend another session or two.

Use half day sessions or reduce to these days.

Could it have been completed in four days to enable staff to be in buildings Monday?

Try to give more specific instruction.

Fewer days - cover more in each day; instead of 4 sessions have 6.

More good sessions dealing specifically with the role of Assistant Principal.

We should reinstitute the retreat concept for two or three days of next year's conference. It would do us all a lot of good to get away - not too far away - Salado, Austin, San Marcos, even Ft. Worth or Arlington.

Short 2 day sessions maybe more often.

Continue to use feedback data to design workshops.

1) 3-day workshops; 2) More time in building.

More meetings designed for assistant principal.

Half-day sessions.

I feel the conference was too long. I hope you will consider reducing it to 3 days.

1) Reduce the time for breaks. 2) Three days should be long enough for the conference.

Shorter workshop to allow more time in buildings.

3 days only.

Not so long - continue schedule to allow for different interests.

Make conference not more than three days.

Cover more in fewer number of days.

No longer than 3 days in length. Keep it flexible. Keep it current in topic coverage. Job-alike session for rapping - problems, etc.

Liked format

Continue the nuts and bolts - although we hear it several times, we still need more.

Continue emphasis on curriculum and the worth of the individual. Continue emphasis of the principal as an instructional leader. Continue emphasis on Operation Involvement.

Shorter period of time and more compacted.

Cut one day off.

1/2 day sessions.

The workshop was much too long with too much information to comprehend.

More sessions with directors. More time to discuss problems and less speeches.

H (continued)

I would like to shorten the number of days in conference. The presentations of those in charge tends to be all lecture.

Limit the conference to one week (5 days)

The workshop should be broken up into groups principals would have opportunity to absorb and come back and have these concerns cleared up.

I wish we could have a session on Transactional Analysis - The "I'm O.K. - You're O.K." theme. Dr. Estes uses it all the time but we need a seminar on it. Shorter - less said in less time. Too much info. is repetitive.

Should try to gain closure at the end of the week instead of carrying on into the following week.

More conferences on the series of optional activities.

Fewer days in conference schedule.

All day for 5 days in too much.

In the area of Reading Diagnosis; in the area of Mathematics.

Maybe 3 or 3½ days; Skyline - perfect place.

Excellent!!!

Have some role-playing activities or brainstorming sessions. Also, let some principals share in the presentations. It would be interesting to hear how they have done certain things so well.

Three days maximum.

Shorter conferences or spread them out. Too much information in so short a time.

Fewer # of days.

Four days maximum - divided by week-end, i.e. Thursday-Friday; Monday-Tuesday.

Restrict the conference to three days.

Fewer than 5 days for session immediately preceding the opening of school.

Shorter - half-day sessions. Fewer printed materials. Make some mandatory - all others optional, based on interest.

Fewer days.

Not all week.

Five days could be reduced to three days.

Include an additional day for option sessions as scheduled on Monday, July 28.

About 3 days should be long enough.

They need to be shortened by at least a day.

More on policies and discipline.

Allow more time or too much information for so short period of time (?)

Provide time to attend more optional activities.

Elimination of Monday's activities.

Keep them at Skyline - More conducive to "learning"

3 days - 5 is too long.

Select more competent resource persons such as Dr. Robert Galvan.

Keep up the good work!

1/2 day sessions

3 - 4 days one week and 1 - 2 days one week later.

Select people who will prepare to give a good presentation. Give them enough time to prepare - many (most) of the groups I attended were very poorly prepared and indicated they did not know just exactly what they were to do.

Have more opportunities to attend "optional" sessions.

None - this was the best one to be held for a long, long time

Have two day workshop and two days in the building.

Have half day sessions - go back into building in p.m. Four days is sufficient.

Three days would be an improvement.

Limit to 3 days.

Not too many days.

H (continued)

-3-

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Hold to four days.

Five days are too many. A workshop should not be over 2½ days.

Some afternoons or mornings in the building to catch up.

Some areas that were labeled as "optional" should have been compulsory for all principals - example - Organization of ARD Committees. Some of these meetings are extremely important to be aware of as we begin school.

We need time to receive benefits from more of the options. Alternate workshop days with days in respective building to allow time for ingestion and digestion of materials.

Not 4 days of sitting all together.

Keep up the good work.

Continue work with Baselines. Diagnostic Reading needs more attention.

Affirmative Action should be structured.

Workshop was two days too long. Needed more involvement with participants. Too much talking to rather than talking with.

Too long; not paced appropriately; sessions too dull and draggy.

Each presenter should be aware of participants' attention span probabilities and related fatigue.

More nuts and bolts sessions, please.

Give us a break after 3 days to go to building 1 day, then back to workshop for 2 more days. Skyline is best place for workshops.

Shorten to no more than 3 days. Bring in outside experts to further expertise of principals - I. Skinner, Goodlad, Anderson, Hunter, etc. Get principals involved with new ideas and too much being talked to and not enough doing.

Shorter.

Make workshop shorter.

Good workshop but too long!

Give the principals guidelines to follow concerning the work, duties, etc. that the interns and resource administrators.

Just three days please.

Four day workshop.

Assure adequate numbers of printouts for each meeting.

Smaller groups: shorter time span.

Have fewer than 5 days. Even though it was good, we're always anxious to get back to school.

More program for the Assistant Principal.

Break-up conferences - 2 days go back to assignment and then another 2 days.

Same format - one of the most outstanding and productive workshops to be held in our school system's history.

3-day conference would perhaps be better.

Well planned and implemented.

DALLAS INDEPENDENT SCHOOL DISTRICT  
MANAGEMENT ACADEMY

Core Curriculum for Principals  
1975-1976

The Management Academy core curriculum for principals will consist of 18 required hours of participation (six three-hour sessions--one session per month October through March as scheduled below). In addition, each principal will be expected to choose at least 18 additional hours of involvement from a selection of optional offerings presently being scheduled.

As a result of the input from the June Workshop needs assessment, the core curriculum will focus on those factors related to collecting, organizing, analyzing, interpreting, and using data concerning the performance of students and teachers. Dr. Bill Denton, Director, Developmental Project Evaluation, Dallas Independent School District, will conduct one session on "Profiling," and Dr. Ken McIntyre, University of Texas Professor of Educational Administration, will lead five sessions focusing on various components of evaluating and assisting teachers in the area of professional growth.

| <u>Dates</u>   | <u>Activity</u>                                                                                                                |
|----------------|--------------------------------------------------------------------------------------------------------------------------------|
| October 14-15  | Direction Setting (Stating of philosophy, goals, and objectives; planning curriculum and instructional program)                |
| November 4-5   | Evaluating Personnel (Assessing performance for (a) formative and (b) summative purposes)                                      |
| December 3-4   | Profiling (Interpretation of standardized test data and use of results)                                                        |
| January 27-28  | Conferencing with Teachers (Meeting with individual teachers to assist in the improvement of instruction)                      |
| February 17-18 | Planning In-Service Programs (Systematically planning improvement programs for groups of teachers at the local building level) |
| March 16-17    | Involving People in Decision Making (Getting teachers, parents, and community representatives productively involved)           |

Schedule For Each "Two Day" Session At The Management Academy\*

Groups are formed to limit the size to no more than 50 persons. This will enable the sessions to be conducted as experiential laboratory exercises.

| <u>1st day</u> | A.M.<br><u>9:00-12:00</u>                            | P.M.<br><u>1:00-4:00</u>                               |
|----------------|------------------------------------------------------|--------------------------------------------------------|
|                | Junior High & High School<br>Principals              | Elementary Principals<br>(J. Quincy Adams-J. N. Ervin) |
| <u>2nd day</u> | Elementary Principals<br>(James Fannin-Mount Auburn) | Elementary Principals<br>(Jose Navarro-Whitney Young)  |

\*Parking--North end of North Dallas High School student parking lot (corner of Cole and Cambrick



APPENDIX V  
Dallas Independent School District  
Management Academy  
Core Curriculum

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Purposes

Direction Setting. To produce in participants

- a. rudimentary knowledge of the general-to-specific approach to curriculum planning
- b. understanding of the relationships between processes and products at three levels of the school system: central office, principal, and teacher
- c. awareness of some exemplary practices in school principals' planning processes

Evaluating Personnel. To produce in participants

- a. awareness of the weaknesses in typical personnel evaluation processes
- b. understanding of the differences between formative and summative evaluation, with respect to instruments and processes
- c. understanding of the importance of stating desired attributes first and then describing performance related to the desired attributes, before making judgments or planning specific improvement activities
- d. understanding of the essential elements in a sound personnel evaluation system

Conferencing with Teachers. To produce in participants

- a. awareness of the important differences between supervisory interview styles
- b. commitment to supportive, non-threatening, data-based individual conferences

Planning In-Service Programs. To produce in participants

- a. understanding of the importance of systematic planning of in-service programs, proceeding from goal-related problems to specific purposes, objectives, activities, and organizational arrangements
- b. knowledge of some exemplary practices in the planning of individual and group in-service programs
- c. knowledge of the strengths and weaknesses of several in-service training methods for accomplishing specified purposes

- Involving People in Decision-Making. To produce in participants
- a. understanding of the effectiveness of different approaches to decision-making
  - b. commitment to approaches to decision-making that are most likely to result in better decisions and better follow-through

(All of these sessions will employ laboratory training exercises involving the participants actively for at least part of the time.)



# APPENDIX W

Check One  
Principal \_\_\_\_\_  
Asst. Prin. \_\_\_\_\_  
Other \_\_\_\_\_

Dallas Independent School District  
Management Academy  
Needs Assessment  
1975

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## Instructions:

Listed on the following pages are various dimensions of leadership grouped into seven major categories which have been identified as important for urban administrators. The purpose of this instrument is to determine:

- (1) needs--differences between current and desired levels of competence and
- (2) priorities--those dimensions of leadership which are considered to be of highest priority and can be used to plan and organize the Management Academy for 1975-1976.

This survey is to be completed in two steps as follows:

STEP 1: In the column to the left beside each item is a blank space. Please assess your competence in the given area and fill in the blank with a number selected from the scale at the top of each page which best describes your assessed current level of performance on each competency.

STEP 2: In the column to the right beside each item is a blank space. Please indicate by using a number selected from the scale at the top of each page which best describes the desired level of performance on each competency.

Your completed instrument should be returned to your Director.

## EXAMPLE:

### Current Level of Performance on This Competency

- 1 = Well below average
- 2 = Slightly below average
- 3 = Average
- 4 = Slightly above average
- 5 = Well above average

### Desired Level of Performance on This Competency

- 1 = Decrease greatly level of performance
- 2 = Decrease slightly level of performance
- 3 = Same level of performance
- 4 = Increase slightly level of performance
- 5 = Increase greatly level of performance

### CURRENT

3

1. Moral Reasoning - The justifications given in resolving moral dilemmas; the values and principles of justice applied to resolving competing claims of individuals (use this definition and/or a combination of values and integrity).

### DESIRED

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Dallas Independent School District  
Management Academy  
Needs Assessment

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Current Level of Performance  
on This Competency

- 1 - Well below average
- 2 - Slightly below average
- 3 - Average
- 4 - Slightly above average
- 5 - Well above average

Desired Level of Performance  
on This Competency

- 1 - Decrease greatly level of performance
- 2 - Decrease slightly level of performance
- 3 - Same level of performance
- 4 - Increase slightly level of performance
- 5 - Increase greatly level of performance

I. MANAGEMENT AND ORGANIZATION

- A. Planning and Organization - Effectiveness in planning and organizing own activities and those of staff.
- B. Management and Delegation - The appreciation of needs for controls and the ability to maintain controls and the ability to effectively use subordinates, colleagues and superiors in decision making and task accomplishment.

II. COMMUNICATIONS

- A. Written Communication Skills - The ability to write a readable, persuasive document that conceptualizes issues and problems, is complete, and is appropriate for the intended audience.
- B. Oral Communication Skills - The ability to respond to questions in public, think clearly on one's feet, think behind questions, be articulate in defense of programs, define missions, explain complex issues, deal with a problem in public without preparation, and relate to all levels of audiences.

III. PROBLEM SOLVING

- A. Problem Analysis\* - The ability to read or listen and pick out critical information or issues underlying the material; to seek out pertinent data; to weigh alternatives and their consequences.
- B. Political Analysis\* - The ability to perceive critical features of the environment such as power structure, principal players, special interests of individuals and groups; to be aware of constraints on ability to function; to formulate alternatives for action and bases for compromise that reflect realistic expectations, i.e., a sense of what is do-able.

\* (Includes judgment, risk taking, creativity, and knowledge of education)

IV. TASK ORIENTED (ALONE)

- A. Tenacity and Initiative - The tendency to stay with a problem or line of thought until the matter is settled. Active efforts to influence events rather than passive acceptance.
- B. Stress Tolerance and Energy - Stability of performance under conditions of pressure, opposition, and uncertainty. The ability to sustain a high level of work activity.

V. TASK ORIENTED (WITH OTHERS)

- A. Group and Individual Leadership - Effectiveness in bringing a group to accomplish a task and in getting new ideas accepted. Ability to motivate individuals on a one-to-one basis to accomplish a task.
- B. Adaptability and Decisiveness - The ability to modify behavioral style and management approach to reach a goal. Readiness to make decisions and to render judgment.

Dallas Independent School District  
Management Academy  
 Needs Assessment

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Current Level of Performance  
on This Competency

- 1 = Well below average
- 2 = Slightly below average
- 3 = Average
- 4 = Slightly above average
- 5 = Well above average

Desired Level of Performance  
on This Competency

- 1 = Decrease greatly level of performance
- 2 = Decrease slightly level of performance
- 3 = Same level of performance
- 4 = Increase slightly level of performance
- 5 = Increase greatly level of performance

VI. NON-TASK ORIENTED

- \_\_\_\_\_ A. Impact and Flexibility - The ability to create a good first impression, to command attention and respect, to show an air of confidence, and to achieve personal recognition. Being receptive to new ideas or arguments. \_\_\_\_\_
- \_\_\_\_\_ B. Perceptiveness and Empathy - Skill in perceiving minimal cues in the behavior of others. The ability to identify with, and consider, the feelings, thoughts, and attitudes of another. \_\_\_\_\_

VII. INSTRUCTION

- \_\_\_\_\_ A. Student/Teacher Performance - The ability to collect, organize, analyze, and interpret data concerning the performance of students and teachers. \_\_\_\_\_
- \_\_\_\_\_ B. Curriculum and Instruction - Possesses the knowledge of curriculum and overall instructional program and possesses ability to orchestrate the total learning environment to provide an optimum teaching/learning situation. \_\_\_\_\_

Dallas Independent School District  
Management Academy  
Needs Assessment Results  
Summer 1975  
Current and Desired Level  
Means and Ranks

## APPENDIX X

| Dimensions of Leadership                                                                                                                   | High School Principals |      |      |     | High School Asst. Principals |      |      |      | Junior High School Principals |      |      |      | Junior High School Asst. Principals |     |      |      | Elementary Principals |      |      |     | Elementary Asst. Principals |     |      |     | Total   |     |      |     |
|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------|------|-----|------------------------------|------|------|------|-------------------------------|------|------|------|-------------------------------------|-----|------|------|-----------------------|------|------|-----|-----------------------------|-----|------|-----|---------|-----|------|-----|
|                                                                                                                                            | CL                     | CLR  | DL   | DLR | CL                           | CLR  | DL   | DLR  | CL                            | CLR  | DL   | DLR  | CL                                  | CLR | DL   | DLR  | CL                    | CLR  | DL   | DLR | CL                          | CLR | DL   | DLR | CL      | CLR | DL   | DLR |
| I. Management & Organization                                                                                                               |                        |      |      |     |                              |      |      |      |                               |      |      |      |                                     |     |      |      |                       |      |      |     |                             |     |      |     |         |     |      |     |
| A. Planning & Organization                                                                                                                 | 3.38                   | 12.5 | 4.62 | 2.5 | 3.57                         | 11   | 4.52 | 9    | 4.00                          | 5.5  | 4.12 | 4    | 3.67                                | 8.5 | 4.14 | 3.5  | 3.66                  | 5    | 4.27 | 5.5 | 3.83                        | 3   | 4.46 | 12  | 3.67    | 6   | 4.32 | 5   |
| B. Management & Delegation                                                                                                                 | 3.69                   | 8    | 4.54 | 5   | 3.50                         | 12.5 | 4.43 | 13.5 | 4.00                          | 5.5  | 3.88 | 7    | 3.52                                | 12  | 4.10 | 5.5  | 3.52                  | 8    | 4.31 | 4   | 3.42                        | 12  | 4.50 | 9.5 | 3.56    | 8.5 | 4.30 | 6   |
| II. Communications                                                                                                                         |                        |      |      |     |                              |      |      |      |                               |      |      |      |                                     |     |      |      |                       |      |      |     |                             |     |      |     |         |     |      |     |
| A. Written Comm. Skills                                                                                                                    | 3.46                   | 10   | 4.38 | 11  | 3.60                         | 8    | 4.43 | 13.5 | 3.35                          | 12   | 3.88 | 7    | 3.57                                | 11  | 4.10 | 5.5  | 3.49                  | 9    | 4.14 | 11  | 3.38                        | 14  | 4.46 | 12  | 3.50    | 11  | 4.21 | 11  |
| B. Oral Comm. Skills                                                                                                                       | 3.38                   | 12.5 | 4.54 | 5   | 3.50                         | 12.5 | 4.62 | 5    | 3.76                          | 10.5 | 4.29 | 1    | 3.76                                | 5.5 | 4.26 | 2    | 3.48                  | 10.5 | 4.27 | 5.5 | 3.42                        | 12  | 4.50 | 9.5 | 3.54    | 10  | 4.37 | 3   |
| III. Problem Solving                                                                                                                       |                        |      |      |     |                              |      |      |      |                               |      |      |      |                                     |     |      |      |                       |      |      |     |                             |     |      |     |         |     |      |     |
| A. Problem Analysis                                                                                                                        | 3.77                   | 6    | 4.15 | 14  | 3.58                         | 10   | 4.58 | 6    | 3.82                          | 8.5  | 3.88 | 7    | 3.67                                | 8.5 | 4.05 | 7.5  | 3.48                  | 10.5 | 4.25 | 7   | 3.42                        | 12  | 4.58 | 6.5 | 3.56    | 8.5 | 4.28 | 7   |
| B. Political Analysis                                                                                                                      | 3.31                   | 14   | 4.46 | 8   | 3.59                         | 9    | 4.51 | 10   | 3.82                          | 8.5  | 3.88 | 7    | 3.62                                | 10  | 4.05 | 7.5  | 3.32                  | 12   | 4.38 | 3   | 3.46                        | 10  | 4.65 | 3   | 3.47    | 12  | 4.34 | 4   |
| IV. Task Oriented (Alone)                                                                                                                  |                        |      |      |     |                              |      |      |      |                               |      |      |      |                                     |     |      |      |                       |      |      |     |                             |     |      |     |         |     |      |     |
| A. Tenacity & Initiative                                                                                                                   | 3.77                   | 6    | 4.46 | 8   | 3.98                         | 2    | 4.56 | 7    | 4.65                          | 2    | 3.82 | 10.5 | 4.02                                | 2   | 3.95 | 10   | 3.71                  | 4    | 4.05 | 13  | 3.80                        | 4   | 4.42 | 14  | 3.89    | 3   | 4.18 | 13  |
| B. Stress Tolerance & Energy                                                                                                               | 3.77                   | 6    | 4.31 | 13  | 4.14                         | 1    | 4.65 | 4    | 3.94                          | 7    | 3.88 | 7    | 4.07                                | 1   | 3.88 | 12.5 | 3.84                  | 2    | 4.07 | 12  | 3.75                        | 5.5 | 4.83 | 1   | 3.93    | 2   | 4.23 | 9   |
| V. Task Oriented (With Others)                                                                                                             |                        |      |      |     |                              |      |      |      |                               |      |      |      |                                     |     |      |      |                       |      |      |     |                             |     |      |     |         |     |      |     |
| A. Group & Indiv. Ldrshp.                                                                                                                  | 3.85                   | 3.5  | 4.54 | 5   | 3.81                         | 5    | 4.49 | 11.5 | 3.76                          | 10.5 | 3.59 | 13.5 | 3.14                                | 14  | 3.80 | 14   | 3.61                  | 7    | 4.24 | 8   | 3.92                        | 2   | 4.63 | 4.5 | 3.62    | 7   | 4.26 | 8   |
| B. Adapt. & Decisiveness                                                                                                                   | 3.85                   | 3.5  | 4.38 | 11  | 3.84                         | 4    | 4.49 | 11.5 | 4.06                          | 4    | 3.82 | 10.5 | 3.87                                | 4   | 3.88 | 12.5 | 3.63                  | 6    | 4.19 | 9   | 3.75                        | 5.5 | 4.46 | 12  | 3.73    | 5   | 4.22 | 10  |
| VI. Non-Task Oriented                                                                                                                      |                        |      |      |     |                              |      |      |      |                               |      |      |      |                                     |     |      |      |                       |      |      |     |                             |     |      |     |         |     |      |     |
| A. Impact & Flex.                                                                                                                          | 3.92                   | 1.5  | 4.46 | 8   | 3.93                         | 3    | 4.53 | 8    | 4.71                          | 1    | 3.76 | 12   | 3.76                                | 5.5 | 4.04 | 9    | 3.79                  | 3    | 4.16 | 10  | 3.62                        | 8   | 4.54 | 8   | 3.86    | 4   | 4.20 | 12  |
| B. Perceptiveness & Empathy                                                                                                                | 3.92                   | 1.5  | 4.38 | 11  | 3.79                         | 6    | 4.67 | 3    | 4.24                          | 3    | 3.59 | 13.5 | 3.90                                | 3   | 3.90 | 11   | 3.99                  | 1    | 4.03 | 14  | 4.04                        | 1   | 4.58 | 6.5 | 3.96    | 1   | 4.13 | 14  |
| VII. Instruction                                                                                                                           |                        |      |      |     |                              |      |      |      |                               |      |      |      |                                     |     |      |      |                       |      |      |     |                             |     |      |     |         |     |      |     |
| A. Student/Teacher Perf.                                                                                                                   | 3.46                   | 10   | 4.62 | 2.5 | 3.75                         | 7    | 4.73 | 1    | 2.47                          | 14   | 4.18 | 3    | 3.75                                | 7   | 4.14 | 3.5  | 3.31                  | 13   | 4.83 | 1   | 3.67                        | 7   | 4.70 | 2   | 3.44    | 13  | 4.57 | 1.5 |
| B. Curr. & Inst.                                                                                                                           | 3.46                   | 10   | 4.77 | 1   | 3.40                         | 14   | 4.68 | 2    | 3.29                          | 13   | 4.24 | 2    | 3.37                                | 13  | 4.35 | 1    | 3.22                  | 14   | 4.53 | 2   | 3.54                        | 9   | 4.63 | 4.5 | 3.33    | 14  | 4.57 | 1.5 |
|                                                                                                                                            | N = 13                 |      |      |     | N = 44                       |      |      |      | N = 17                        |      |      |      | N = 42                              |     |      |      | N = 108               |      |      |     | N = 24                      |     |      |     | N = 248 |     |      |     |
| Code: CL - Current Level Means    CLR - Current Level Rank    DL - Desired Level Means    DLR - Desired Level Rank    N - No. of Responses |                        |      |      |     |                              |      |      |      |                               |      |      |      |                                     |     |      |      |                       |      |      |     |                             |     |      |     |         |     |      |     |

DALLAS INDEPENDENT SCHOOL DISTRICT  
Management Academy

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Program Priorities

Based on information from a needs assessment in June, 1975, the dimensions of leadership listed below are considered to be priority items by district principals. Fourteen leadership dimensions were marked by 248 building level administrators with seven receiving the top rankings.

The "core curriculum" for principals was planned in order to fulfill the need expressed by the high rank for instruction. Required offerings for assistant principals, deans of instruction, and central staff personnel are yet to be determined. In addition, optional seminars, workshops, and swapshops, related to the seven priority leadership dimensions will be developed.

| <u>Rank</u> | <u>Leadership Dimension</u>                                                                                                                                                                                                                                                                                                                                                                |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5         | INSTRUCTION: <u>Student/Teacher Performance</u> - The ability to collect, organize, analyze, and interpret data concerning the performance of students and teachers.                                                                                                                                                                                                                       |
| 1.5         | INSTRUCTION: <u>Curriculum/Instruction</u> - Possesses the knowledge of curriculum and overall instructional program and possesses ability to orchestrate the total learning environment to provide an optimum teaching/learning situation.                                                                                                                                                |
| 3           | COMMUNICATIONS: <u>Oral Communication Skills</u> - The ability to respond to questions in public, think clearly on one's feet, think behind questions, be articulate in defense of programs, define missions, explain complex issues, deal with a problem in public without preparation, and relate to all levels of audiences.                                                            |
| 4           | PROBLEM SOLVING: <u>Political Analysis</u> - The ability to perceive critical features of the environment such as power structure, principal players, special interests of individuals and groups; to be aware of constraints on ability to function; to formulate alternatives for action and bases for compromise that reflect realistic expectations, i.e., a sense of what is do-able. |
| 5           | MANAGEMENT AND ORGANIZATION: <u>Planning and Organization</u> - Effectiveness in planning and organizing own activities and those of staff.                                                                                                                                                                                                                                                |
| 6           | MANAGEMENT AND ORGANIZATION: <u>Management and Delegation</u> - The appreciation of needs for controls and the ability to maintain controls <u>and</u> the ability to effectively use subordinates, colleagues and superiors in decision making and task accomplishment.                                                                                                                   |
| 7           | PROBLEM SOLVING: <u>Problem Analysis</u> - The ability to read or listen and pick out critical information or issues underlying the material; to seek out pertinent data; to weigh alternatives and their consequences.                                                                                                                                                                    |



Dallas Independent School District  
Dr. Nolan Estes, General Superintendent

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Development Division  
Mr. Rogers L. Barton  
Associate Superintendent

Department of Research, Evaluation,  
and Information Systems  
Dr. William J. Webster  
Deputy Associate Superintendent

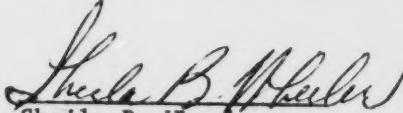
FINAL EVALUATION OF THE  
MANAGEMENT ACADEMY WORKSHOPS 1975-76

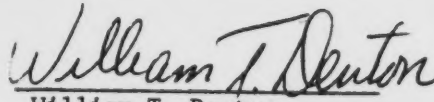
Research Report No. 76-903

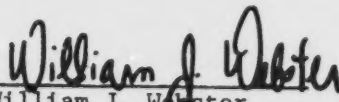
Sheila B. Wheeler  
Assistant Evaluator

William T. Denton  
Director-Developmental  
Project Evaluation

Approved report of the Department of Research,  
Evaluation, and Information Systems.

  
Sheila B. Wheeler  
Assistant Evaluator

  
William T. Denton  
Director-Developmental  
Project Evaluation

  
William J. Webster  
Deputy Associate Superintendent  
Department of Research, Evaluation,  
and Information Systems

July, 1976  
Dallas, Texas



## EXECUTIVE SUMMARY

Objectives of the Project: The purpose of the Management Academy was to provide training opportunities for District administrators to improve their skills in managing the educational program in an urban environment. Additional objectives included: (a) the revision and implementation of the guidelines for the DISD pre-service Leadership Training Program; (b) the implementation of summer in-service workshop activities for sixty hours, focusing on high priority competencies and needs identified by practicing administrators; (c) to offer a series of Administrative Training sessions including at least fifteen three-hour seminars during 1975-76 school year. These seminars will also focus on high priority competencies and needs identified by practicing administrators through the District program planning/budgeting process; (d) the coordination of regular quarterly in-service discussions sessions between the General Superintendent and administrative personnel focusing on current needs, concerns, and problems identified by administrative personnel.

Purpose of the Evaluation: The evaluation of this project had a two-fold purpose: (a) to determine the overall effect of the Management Academy upon the participants; (b) to determine the effect each program had upon the participants.

Sample: Data for this study were compiled from three sources (a) paper and pencil self-report instruments constructed for each session to determine their attitudes towards the session; (b) an evaluation instrument designed for specific sessions to assess the participants' knowledge of key concepts emphasized and (c) a 10% stratified sample of principals interviewed to determine their knowledge and perception of the Management Academy programs.

Evaluation Design: An experimental design was not used in this evaluation because this was a descriptive study. The study consisted of a series of observation reports with results drawn from the information obtained.

Process information about conducting the program was acquired through observation checklists and interviews with participants and the program director. Participants' attitudes towards each program were obtained through paper and pencil self-report instruments constructed for the program.

Product information was assessed from an instrument designed to determine the participants' knowledge of key concepts emphasized.

Analysis of the data consisted of summarizing the information to draw conclusions about the project. The major questions of interest were:

1. What problems were encountered in conducting the Management Academy offerings?
2. To what degree were participants involved in determining the curriculum of the Academy?
3. How were the training efforts received by the participants?
4. Within the Core Curriculum for principals and assistant personnel, what effect did the Management Academy Curriculum have upon participants' knowledge and awareness of topics of interest?
5. Within the Optional Curriculum for participants, what effect did the Management Academy Curriculum have upon participants knowledge and awareness of topics of interest?

Evaluation Results: After interpreting the data concerning process and product information, conclusions were drawn, summaries were compiled, and recommendations were made to improve the program next year. In summarizing the data the following results were obtained:

1. Responses from participants indicated a strong endorsement of the project in general and its optional offerings and interactions with District personnel in particular.
2. In general, the quality of instruction was rated high but a variety of presentors was suggested.
3. Most of the participants indicated that the three hour programs were not too long and they were able to learn the content of the program.
4. The participants felt that the handouts from the different sessions were useful and expectations for future use were emphasized.
5. The majority of the participants did have input as to the decision of the topics for the session.
6. The majority of the participants felt that the structure and desired outcomes of the sessions met their expectations.
7. The majority of the participants felt that the sessions were very relevant to their needs, especially the sessions on profiling and shared decision-making.

8. The content was at about the right instructional level according to the majority of the participants.
9. The majority of the participants felt that the sessions were applicable to their immediate situation.
10. The participants felt that the District definitely made an important contribution by sponsoring this type of training for administrators and that it was long overdue.

Overall it appeared that the participants felt that the training program was very worthwhile and a beneficial program.

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## INTRODUCTION

The Management Academy was established to accomplish positive educational change. In doing so, the District recognized the increased responsibility of all building administrators in meeting the immense challenges of educational management in an urban setting. It included a series of seminars designed to provide training opportunities for District administrators to improve their skills in managing the educational program.

The Management Academy was organized for principals, assistant principals, deans of instruction, resource administrators, and interns in the Leadership Training Program. The comprehensive on-going program included four basic components and four general objectives.

### Components

#### I. Leadership Training Program

- a. Phase I - Testing and Screening
- b. Phase II - Classroom Phase (45 hours)
- c. Phase III - Summer Assignment and DISD Orientation
- d. Phase IV - On-the-job Internship

#### II. Summer work conferences

- a. July - focusing on district priorities, thrusts and "operational" activities (40 hours)
- b. June - focusing on district thrusts (24 hours)

#### III. School Year Workshops and Seminars

- a. Core curriculum (1975-76) for principals (18 hours)
- b. Optional sessions - for principals (18 hours)

#### IV. Face-to-face in-service sessions with various Administrative groups

- a. Quarterly with the Superintendent
- b. Focus on current needs, concerns, and problems identified as the school year evolves.

### Objectives

1. Revise and implement the guidelines for the DISD pre-service Leadership Training Program.
2. Implement summer in-service workshop activities for sixty hours, focusing on high priority competencies and needs identified by practicing administrators and through the District program planning/budgeting process.
3. Offer a series of administrative training sessions, including at least fifteen three hour seminars during the 1975-76 school year, focusing on high priority competencies and needs identified by practicing administrators through the District program planning/budgeting process.
4. Coordinate regular quarterly in-service discussion sessions between the General Superintendent and administrative personnel focusing on current needs, concerns, and problems identified by administrative personnel.

### Methodology

In the administering of the evaluation instruments the total population of the principals was used. For the interviews a 10% stratified sample of the principals was utilized.

### Process Evaluation Instruments

A semantic differential type scale was used to measure participants' concepts and attitudes towards the sessions. The instruments consisted of bipolar adjective pairs together with the concepts to be rated on a seven-point rating scale. Participants were asked to indicate their responses to the statements by circling a number.

Following is a sample statement from the actual instrument used in each of the sessions.

#### Administrator's Conference I

The amount of information I received regarding District organization and priority programs for the 1975-76 school year was:

Insufficient

Sufficient

1

2

3

4

257

5

6

7

Administrator's Conference II

The information I received regarding the "Benchmarks of Quality for the 80's" was:

|              |   |   |   |   |            |   |
|--------------|---|---|---|---|------------|---|
| Insufficient |   |   |   |   | Sufficient |   |
| 1            | 2 | 3 | 4 | 5 | 6          | 7 |

Cluster Meeting with the General Superintendent

The purpose of the cluster breakfast with the General Superintendent was made:

|              |   |   |   |   |            |   |
|--------------|---|---|---|---|------------|---|
| Very unclear |   |   |   |   | Very clear |   |
| 1            | 2 | 3 | 4 | 5 | 6          | 7 |

Evaluation of Phase IV of the Leadership Training Program

The preparation I had in Phase II of the LTP has prepared me for this internship, as follows:

|                   |   |   |   |   |                 |   |
|-------------------|---|---|---|---|-----------------|---|
| Very inadequately |   |   |   |   | Very adequately |   |
| 1                 | 2 | 3 | 4 | 5 | 6               | 7 |

Core Curriculum - Direction Setting

The orientation to the Management Academy has made my understanding of this new program:

|              |   |   |   |   |            |   |
|--------------|---|---|---|---|------------|---|
| Very unclear |   |   |   |   | Very clear |   |
| 1            | 2 | 3 | 4 | 5 | 6          | 7 |

Core Curriculum - Evaluating Personnel

The information I gained about evaluating personnel (assessing performance for (a) formative and (b) summative purposes) was:

|              |   |   |   |   |            |   |
|--------------|---|---|---|---|------------|---|
| Insufficient |   |   |   |   | Sufficient |   |
| 1            | 2 | 3 | 4 | 5 | 6          | 7 |

Core Curriculum - Profiling

The information about the interpretation of standardized test data has made my understanding of this material:

|              |   |   |   |   |            |   |
|--------------|---|---|---|---|------------|---|
| Very unclear |   |   |   |   | Very clear |   |
| 1            | 2 | 3 | 4 | 5 | 6          | 7 |

### Core Curriculum - Conferencing of Teachers

The information I gained about the differences between supervisory interview styles was:

Very unclear

Very clear

1

2

3

4

5

6

7

### Core Curriculum - Planning In-Service Programs

The information I gained about the strengths and weaknesses of in-service training methods was:

Insufficient

Sufficient

1

2

3

4

5

6

7

### Core Curriculum - Involving People in Decision-Making

The degree to which I am committed to approaches discussed today was:

Very low

Very high

1

2

3

4

5

6

7

The actual instrument for each of these sessions can be found in their entirety on file in Research, Evaluation and Information Systems Department.

### Product Evaluation Instruments

In regard to perception and knowledge, the participants were asked to indicate to what degree they possessed knowledge of a number of items before and after the sessions. Certainly this is not a totally objective evaluative approach to determining achievement since it is a self-report. However, one must rely on the fact that these individuals knew their own level of knowledge before the session and were able to evaluate changes in knowledge after the session.



The following is a sample statement from each of the instruments used:

Core Curriculum - Involving People in Decision-Making

My understanding of the scope and impact of process of collective bargaining as it relates to instructional management.

Before

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

After

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

No Change \_\_\_\_

Optional Session - Profiling as an Aid for Planning Instructional Improvement

My knowledge of the possible approaches to campus level planning.

Before

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

After

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

No Change \_\_\_\_

Optional Session - Bilingual Workshop

My understanding of the rationale for Bilingual education.

Before

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

After

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

No Change \_\_\_\_

Optional Session - Politics of Education

My understanding of the variables which interact to shape the direction of public education.

Before

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

After

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

No Change \_\_\_\_

### Optional Session - Communications and Human Relationship Skills for Administrators

My understanding of the contractual skills for goal-setting and problem-solving.

Before

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

After

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

No Change \_\_\_\_

### Optional Session - Speaking Dynamics

My knowledge of how to organize a speech in three parts, the introduction, the body, and conclusion.

Before

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

After

Low \_\_\_\_

Medium \_\_\_\_

High \_\_\_\_

No Change \_\_\_\_

The actual instruments can be found in their entirety on file in Research, Evaluation and Information Systems Department.

### Core Curriculum - Conferencing with Teachers

The instrument was used to assess the principal's knowledge of key points made during the session. The instrument consisted of ten interview characteristics. Five characteristics were representative of the directive approach to interviewing while five were representative of the non-directive approach. Participants were asked to associate each characteristic with its correct interview style. They were also asked to identify which characteristics they would likely use.

The following is a sample statement from the actual instrument:

Use a structured type of interview in order to cover specific points.

\_\_\_\_ directive  
\_\_\_\_ non-directive  
\_\_\_\_ both

### Core Curriculum - Planning In-Service Programs

The instrument was used to assess the principal's knowledge of the key points of the session. The instrument consisted of six questions about the systematic design of in-service programs. Participants were asked to choose the best response to each question.

The following is a sample question of the actual instrument:

Of the purposes for which a staff development program may be designed, which would probably be the most difficult for planning?

- ☐ A. Improving skills
- ☐ B. Improving attitudes and values
- ☐ C. Improving knowledge
- ☐ D. Improving understanding

The actual instrument can be found in their entirety on file in Research, Evaluation and Information Systems Department.

### Interview Schedule

1. Which features of the meeting were inadequate or especially facilitative?
2. Were the three hour sessions too long or too short to learn much of the content of the program?
3. In what ways would you have changed the scheduling of the sessions?
4. To what extent did reproduced materials given to you by the facilitators of the sessions help you and your building staff?
5. Were there enough materials available to master the contents of the sessions?
6. Did you have any input as to the decision of the choice of topics for the sessions?
7. Were the sessions scheduled in an appropriate sequence?
8. Were the resource persons used properly?
9. Did the structure and desired outcomes of the sessions meet your expectations?
10. In general, were the sessions well-organized?
11. To what extent were the sessions relevant to your needs?
12. Did the content of the sessions presuppose far more or far less previous training that you had? If so, in what areas?

13. Were the sessions applicable to your immediate situation?
14. Do you feel that the district is making an important contribution to education by sponsoring professional growth programs such as these?
15. Recommendations for next year
16. General Comments

#### Procedures

At the end of each session held at the Management Academy, the participants' attitudes towards the sessions were obtained through paper and pencil self-report instruments constructed for each session. Research, Evaluation and Information Systems assessed the data for each session and reported the results to the program director as soon as possible in order that changes could be made as quickly as possible. A sample item from the instrument used to assess each session is located in the section entitled Instrumentation.

An instrument was designed for the last three core curriculum sessions and four optional sessions to assess the participants' knowledge of key concepts emphasized. For the core curriculum topics "Conferencing with Teachers" and "Planning In-Service Programs," Research, Evaluation and Information Systems took notes during the first sessions on information presented so as to be able to develop the instrument. For the other five sessions an instrument was developed for the participants to indicate to what degree they possessed knowledge of the concepts before and after the sessions. These results were used to determine the effectiveness of the program.

Process and product information about conducting the sessions were obtained through interviewing 10% stratified sample of the principals. The principals were sent a copy of the interview schedule prior to the interview in their office.

### Assumptions and Limitations

In the collection, analysis, and interpretation of the data, note that the evaluator was not on the staff until November, 1975 and the first six sessions were observed and evaluated by the program director, therefore, those sessions will not be discussed in detail under process and product evaluation results.

### Evaluation Results

#### Core

#### Direction Setting, October 14, 15, 1975

Results. The post session reactions were positive in that the participants indicated the information was clearly presented and well organized. Findings are presented in Table 1.

TABLE 1

#### Summary of Participants' Attitudes About Direction Setting Session

- A. The orientation to the Management Academy has made my understanding of this new program:

| Very unclear |    |    |     |     | Very clear |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 0            | 4  | 3  | 20  | 32  | 67         | 40  |
| 0            | 3% | 2% | 12% | 19% | 40%        | 24% |

- B. The information I gained about direction setting (stating of philosophy, goals, and objectives; planning curriculum and instructional programs) was:

| Insufficient |    |    |     |     | Sufficient |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 0            | 1  | 6  | 17  | 38  | 64         | 35  |
| 0            | 1% | 4% | 10% | 24% | 39%        | 22% |

TABLE 1 continued

C. In general, my attitude about the activities today can be described as follows:

| Not worthwhile |    |    |     |     | Worthwhile |     |
|----------------|----|----|-----|-----|------------|-----|
| 1              | 2  | 3  | 4   | 5   | 6          | 7   |
| 1              | 5  | 11 | 21  | 34  | 55         | 41  |
| 1%             | 3% | 6% | 13% | 20% | 33%        | 24% |

D. In terms of organization, the activities today were:

| Very unorganized |    |    |    |     | Well organized |     |
|------------------|----|----|----|-----|----------------|-----|
| 1                | 2  | 3  | 4  | 5   | 6              | 7   |
| 1                | 2  | 1  | 8  | 17  | 71             | 68  |
| 1%               | 1% | 1% | 5% | 10% | 42%            | 40% |

#### Evaluation of Personnel

Results. Indications were that the session was very informative and helpful, but the principals need training in evaluation, not just information. Findings are presented in Table 2.

TABLE 2

#### Summary of Participants' Attitudes Towards Evaluation of Personnel Session

A. The information about the "optional" curriculum for building level administrators and the "core" curriculum for assistant principals and deans of instruction was:

| Very unclear |    |    |     |     | Very clear |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 16           | 5  | 10 | 15  | 18  | 30         | 16  |
| 14%          | 5% | 9% | 14% | 16% | 28%        | 14% |

B. The information I gained about evaluating personnel (assessing performance for (a) formative and (b) summative purposes) was:

| Insufficient |    |    |     |     | Sufficient |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 1            | 5  | 0  | 15  | 34  | 53         | 32  |
| 1%           | 4% | 0% | 10% | 24% | 38%        | 23% |



TABLE 2 continued

C. In general, my attitude about the activities today can be described as follows:

| Not worthwhile |    |    |    |     | Worthwhile |     |
|----------------|----|----|----|-----|------------|-----|
| 1              | 2  | 3  | 4  | 5   | 6          | 7   |
| 0              | 6  | 1  | 9  | 22  | 59         | 42  |
| 0%             | 4% | 1% | 6% | 16% | 43%        | 30% |

D. In terms of organization, the activities today were:

| Very unorganized |    |    |    |     | Well organized |     |
|------------------|----|----|----|-----|----------------|-----|
| 1                | 2  | 3  | 4  | 5   | 6              | 7   |
| 0                | 1  | 6  | 8  | 25  | 50             | 50  |
| 0%               | 1% | 4% | 5% | 18% | 36%            | 36% |

#### Profiling, December 2, 3, 4, 1975

Results. Reactions to the sessions were highly positive. Indications were that the sessions were very informative and the participants gained a much better understanding of the interpretation of standardized test data and the use of the results. Participants reported this had been the most informative session held so far. Findings are presented in Table 3.

TABLE 3

#### Summary of Participants' Attitudes Towards the Profiling Session

A. The information about the interpretation of standardized test data has made my understanding of this material:

| Very unclear |    |    |     |     | Very clear |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 3            | 0  | 3  | 27  | 58  | 48         | 27  |
| 2%           | 0% | 2% | 16% | 35% | 29%        | 16% |

B. The information I gained for the use of the results from the standardized test data was:

| Insufficient |    |    |     |     | Sufficient |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 0            | 3  | 10 | 24  | 56  | 47         | 20  |
| 0            | 2% | 6% | 14% | 33% | 33%        | 12% |

TABLE 3 continued

C. In general, my attitude about today's activities can be described as follows:

| Not worthwhile |    |    |     |     | Worthwhile |     |
|----------------|----|----|-----|-----|------------|-----|
| 1              | 2  | 3  | 4   | 5   | 6          | 7   |
| 1              | 2  | 4  | 25  | 32  | 64         | 49  |
| 1%             | 1% | 2% | 14% | 18% | 36%        | 28% |

D. In terms of organization, the activities today were:

| Very unorganized |   |    |    |     | Very organized |     |
|------------------|---|----|----|-----|----------------|-----|
| 1                | 2 | 3  | 4  | 5   | 6              | 7   |
| 0                | 0 | 1  | 10 | 36  | 68             | 58  |
| 0                | 0 | 1% | 6% | 21% | 39%            | 33% |

A three day workshop was held December 2, 3, 4, 1975 at the Management Academy for the DISD principals. The title of the workshop was Measurement Profiling. The principals attended the workshop according to high school clusters meaning every school in each attendance area was presented.

Each day was divided into two three hour sessions according to clusters.

The schedule was as follows:

|                  |                                        |
|------------------|----------------------------------------|
| December 2, 9-12 | Kimball, Carter and Pinkston           |
| December 2, 1-4  | Adams, Skyline and Wilson              |
| December 3, 9-12 | Samuell, Spruce and Seagoville         |
| December 3, 1-4  | Hillcrest, Lincoln and South Oak Cliff |
| December 4, 9-12 | North Dallas, Jefferson and White      |
| December 4, 1-4  | Roosevelt and Adamson                  |

Altogether approximately 190 persons attended the sessions (including persons from the Central Staff and other visitors from the District).

The objectives of this workshop were:

1. To clarify any misunderstandings about how to interpret the 1975 measurement profiles.
2. To develop individual school and attendance profiles based upon student achievement data.

3. To introduce alternative achievement profiling techniques which can be used to identify specific program weakness.

The sessions were led by Dr. William T. Denton and his staff from the Department of Research, Evaluation and Information Systems. In addition to the profiling sessions, the agenda for the regular monthly principals meeting was also included in each session and was led by the Superintendent.

Summary statistics were generated from the system-wide test data, and were reported by school, grade, and achievement area (reading and mathematics). Summaries were organized by high school attendance areas. The statistics included medians, number tested, quartiles, decile frequencies, and related demographic and socioeconomic statistics.

The principals were given a test to determine which areas concerning the profiles needed more explanation. At the end of the test the principals were given this information along with a lecture explaining each of the above mentioned areas. This related back to the first objective of these sessions, because at this point, the test and lecture were to clarify and interpret the 1974 measurement profiles.

At the end of the lecture/discussion, work packets were passed out which included the activities to accompany the second objective of the sessions which was developing individual school and cluster attendance profiles. The activities were (1) Developed a graph for detailing the distribution of median scores for Fall 1974 in reading and mathematics for each school by grades. (2) Developed a graph for detailing the distribution of median scores for Fall 1974-75 in reading and mathematics for each school by grades and to compare the differences in subject areas in student achievement. (3) Developed a cluster graph for detailing the distribution of median scores for Fall 1974-75 in reading by grades, for all schools in the cluster. (4) Developed a cluster

graph for detailing the distribution of median scores for Fall 1974-75 in math by grades, by clusters.

Dr. Robert P. Grobe introduced and discussed alternative achievement profiling techniques which can and have been used to identify specific program weaknesses based on the profiles. He explained the different techniques and passed out information that is now being used in the District and offered assistance to any school that wanted specific information concerning alternative techniques to profiling.

#### Conferencing with Teachers, January 27, 28, 1976

Results. The reactions to this session were varied. Approximately half of the participants indicated that the information was valuable, but the activities were less motivating. Constructive criticisms included that the role playing (case study) should have related to an urban setting rather than small town to have impact on conference techniques and more participant interaction was needed.

In general, it seems that the participants felt:

The information was clearly presented.

Committed to the supportive, non-threatening data based individual teacher conference.

Findings are presented in Table 4

TABLE 4  
Summary of Participants' Attitudes Towards  
the Conferencing with Teachers Session

A. The information I gained about the differences between supervisory interview styles was:

| Very unclear |    |    |     |     | Very clear |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 2            | 2  | 3  | 15  | 30  | 71         | 40  |
| 1%           | 1% | 2% | 10% | 20% | 40%        | 26% |

TABLE 4 continued

B. The degree I feel committed to the supportive, non-threatening, data based individual conferences is:

| Very low |    |    |    |     | Very high |     |
|----------|----|----|----|-----|-----------|-----|
| 1        | 2  | 3  | 4  | 5   | 6         | 7   |
| 0        | 2  | 2  | 9  | 37  | 65        | 39  |
| 0%       | 1% | 1% | 6% | 24% | 42%       | 25% |

C. In general, my attitude about the activities today can be described as follows:

| Unacceptable |    |    |    |     | Acceptable |     |
|--------------|----|----|----|-----|------------|-----|
| 1            | 2  | 3  | 4  | 5   | 6          | 7   |
| 2            | 7  | 9  | 14 | 30  | 46         | 44  |
| 1%           | 5% | 6% | 9% | 20% | 30%        | 29% |

D. In terms of organization, the activities today were:

| Very unorganized |    |    |    |     | Very organized |     |
|------------------|----|----|----|-----|----------------|-----|
| 1                | 2  | 3  | 4  | 5   | 6              | 7   |
| 2                | 3  | 1  | 5  | 18  | 50             | 54  |
| 1%               | 2% | 1% | 4% | 14% | 37%            | 41% |

A two day session was held January 27, 28, 1976 at the Management Academy for the Dallas Independent School District Principals. For these three hour sessions, Conferencing with Teachers, the principals attended according to area clusters. Each day was divided into two three hour sessions with approximately 180 persons attending (including persons from Central Staff). The objectives of the session were to produce in participants: (a) awareness of the important differences between supervisory interview styles and (b) commitment to supportive, non-threatening, data based individual conferences. The sessions were led by Dr. Ken McIntyre, Professor of Education at University of Texas.



The first hour the principals read a case study concerning a teacher observation by the principal, and background information about the community, school, and students. The participants then discussed the case study pointing out pros and cons about the teacher, his teaching techniques and the total instructional environment of the school.

The second hour was role playing in which the principal interviewed the teacher. Two techniques of interviewing were emphasized, directive and non-directive. After each technique was demonstrated, the participants filled out a "reactions" to supervisory interview sheet. According to the "reaction sheets" the participants' attitudes were divided as to the preference of style. The participants noted that the style of interviewing depended also on the situation and the characteristic of the teacher.

At the end of each session, Dr. McIntyre administered a posttest to assess principal's understanding of the strengths and weaknesses of the two different interview styles presented in the demonstrations. Findings are presented in Table 5.

The data presented in Table 5 notes that 57% of the participants correctly answered six out of six questions. These findings suggest that the majority of the participants understood the two different interview styles.

During the first session, members of the District's Research, Evaluation and Information Systems staff took notes on information presented so as to be able to develop an instrument to assess principals' knowledge of the key points made. The instrument consisted of ten interview characteristics. Five characteristics were representative of the directive approach to interviewing while five were representative of the non-directive approach.



TABLE 5

## Participants' Understanding of Strengths and Weaknesses

| Number of correct responses | Number of people responding | Percent of responses | Questions                                                                                                            |
|-----------------------------|-----------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------|
| 6                           | 96                          | 57%                  | 1. Which approach would in the long run, require <u>more</u> of the principal's time?                                |
| 5                           | 46                          | 28%                  | 2. Which approach would probably produce <u>more</u> positive feelings toward the principal?                         |
| 4                           | 14                          | 8%                   | 3. With which approach would there be <u>less</u> likelihood of the teacher's following the principal's suggestions? |
| 0-3                         | 11                          | 7%                   | 4. Which approach would be <u>more</u> likely to support the teacher's self-confidence?                              |
|                             |                             |                      | 5. Which approach would be <u>less</u> likely to improve the teacher's performance                                   |
|                             |                             |                      | 6. Which approach would be <u>less</u> appropriate for a generalist, such as a principal, to use in most situations? |

Participants were asked to associate each characteristic with its correct interview style. They were also asked to identify which characteristics they would likely use. Findings are reported in Table 6.

The data presented in Table 6 suggest that respondents are eclectic in their approach toward interviewing teachers. That is, they would tend to use some characteristics from both directive and non-directive styles of interviewing. In nine out of ten items, the majority of respondents were able to associate the characteristic with its correct interview style.

TABLE 6

Percentage of Population Choosing Each Item and  
Characteristics of Teacher Interviews Conducted by DISD Principals

| Percent Responses <sup>1</sup> |               |      |             |                         | Items                                                                                                              |
|--------------------------------|---------------|------|-------------|-------------------------|--------------------------------------------------------------------------------------------------------------------|
| Directive                      | Non-Directive | Both | No Response | Characteristics<br>Used |                                                                                                                    |
| *47%                           | 9%            | 8%   | 26%         | 34%                     | 1. Use a structured type of interview in order to cover specific points.                                           |
| 11%                            | *51%          | 28%  | 10%         | 80%                     | 2. Help teacher to recognize weaknesses and problems through leads and open discussion.                            |
| 45%*                           | 4%            | 5%   | 46%         | 1%                      | 3. Make use of standardized test scores to show that the teacher needs to improve certain aspects of his teaching. |
| 20%                            | 45%*          | 21%  | 14%         | 75%                     | 4. Try to suggest ways that teachers might work together to exchange ideas.                                        |
| 20%                            | 34%*          | 6%   | 40%         | 41%                     | 5. Avoid using "evidence" such as grades and test scores to back up your judgments.                                |
| 58%                            | 5%            | 14%  | 23%         | 54%                     | 6. Point out specific instructional weakness and mistakes.                                                         |
| 28%*                           | 21%           | 27%  | 24%         | 55%                     | 7. Convince teachers of new techniques, innovation, etc., that you think should be utilized.                       |
| 54%*                           | 5%            | 17%  | 24%         | 49%                     | 8. Provide teachers with specific changes to make in order to improve their teaching.                              |
| 12%                            | 52%*          | 24%  | 12%         | 73%                     | 9. Encourage teachers to explore instructional alternatives that they feel may help them in their teaching.        |
| 3%                             | 59%*          | 26%  | 12%         | 82%                     | 10. Keep the interview format flexible to encourage open communication.                                            |

Note: \*Correct response

<sup>1</sup>Total number of responses possible in each category is 132.

This is exceptionally good in light of the fact that the characteristics themselves may be open to argument. The reader must realize that these conclusions may not be representative of all the principals in the District since not all principals were given the opportunity to fill out the survey instrument (approximately  $\frac{1}{4}$  could not respond.) Also, it should be noted that not all respondents responded to each item.

#### Planning In-Service, February 17, 18, 1976

Results. Reactions to the session for the most part were positive. The basic information provided the opportunity for discussion among the participants. Constructive criticism brought out that a wider range of consultants be sought for different view points.

In general, it seems that participants felt:

The information was clearly presented.

The information about methods used in the planning of in-service programs was sufficient.

Findings are presented in Table 7.

TABLE 7  
Summary of Participants' Attitudes Towards  
the Planning In-Service Programs

- A. The information about the importance of systematic planning of in-service programs has made my understanding of this material:

| Very unclear |    |    |     |     | Very clear |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 2            | 0  | 3  | 22  | 47  | 62         | 18  |
| 1%           | 0% | 2% | 14% | 31% | 45%        | 12% |

- B. The information I gained about the strengths and weaknesses of in-service training methods were:

| Insufficient |    |    |     |     | Sufficient |     |
|--------------|----|----|-----|-----|------------|-----|
| 1            | 2  | 3  | 4   | 5   | 6          | 7   |
| 1            | 0  | 5  | 21  | 54  | 59         | 15  |
| 1%           | 0% | 3% | 13% | 35% | 38%        | 10% |

TABLE 7 continued

C. In general, my attitude about today's activities can be described as follows:

| Not worthwhile |    |    |     |     | Worthwhile |     |
|----------------|----|----|-----|-----|------------|-----|
| 1              | 2  | 3  | 4   | 5   | 6          | 7   |
| 2              | 4  | 6  | 17  | 37  | 51         | 35  |
| 1%             | 3% | 4% | 11% | 24% | 34%        | 23% |

D. In terms of organization, the activities today were:

| Very unorganized |    |    |    |     | Very organized |     |
|------------------|----|----|----|-----|----------------|-----|
| 1                | 2  | 3  | 4  | 5   | 6              | 7   |
| 1                | 1  | 2  | 11 | 24  | 64             | 49  |
| 1%               | 1% | 1% | 7% | 16% | 42%            | 32% |

A two day session was held February 17, 18, 1976 at the Management Academy for approximately 160 DISD Principals entitled Planning In-Service Programs. The principals attended the sessions according to attendance clusters.

Each day was divided into two three hour sessions with the objectives being (a) to produce in participants understanding of the importance of systematic planning of in-service programs, proceeding from goal-related problems to specific purposes, objectives, activities, and organizational arrangements, (b) to gain knowledge of some exemplary practices in the planning of individual and group in-service programs, (c) to increase knowledge of the strengths and weaknesses of several in-service methods for accomplishing specified purposes. The sessions were led by Dr. Ken McIntyre, Professor of Education at the University of Texas.

During the first hour Dr. McIntyre discussed methods and practices used in the planning of in-service programs. The methods were: reading, lecture, discussion, field-trip case, scenario, individualized instructional packages,

computer-assisted instruction, tutorial, student research, laboratory approach (Dr. McIntyre's most used method), gaming, simulation, human relations training, clinical study, team research and internship. The methods were then broken into four categories describing the effectiveness, strengths, weaknesses and general appraisal of each. The participants discussed the different methods pointing out pros and cons about the practices.

During the second hour Dr. McIntyre discussed a systematic program design starting with the preliminary planning to the on-going activity. The program design consisted of five major areas:

- I. Purposes specified
- II. Activities selected
- III. Organizational arrangements
- IV. Process employed
- V. Resources available

During the first session, members of the District's Research, Evaluation and Information Systems staff took notes on information presented so as to be able to develop an instrument to assess principals' knowledge of key points. The instrument consisted of six questions about the systematic design of in-service programs. Participants were asked to choose the best response to each question. Findings are reported in Table 8.

The data presented in Table 8 suggest that the majority of the respondents understood the systematic design for planning an in-service program, however, the majority of the participants incorrectly answered number one on the survey. It should be noted that not all participants were given the opportunity to fill out the survey instrument since the instrument was prepared after the first morning session. Also it should be noted that not all respondents, responded to each item.

1. The systematic design of a staff development program involves many steps. Place a number next to each of the tasks above to indicate the sequence for designing a good program.

TABLE 8

Systematic Design for Planning an In-service Program

|                            | 1        | 2      | 3       | 4       |       |
|----------------------------|----------|--------|---------|---------|-------|
| Purpose                    | *108/89% | 6/5%   | 7/6%    | 0/0%    | = 121 |
| Activities                 | 6/3%     | 31/25% | 58/48%  | 27/22%  | = 122 |
| Organizational Arrangement | 9/7%     | 30/24% | *32/26% | 52/42%  | = 123 |
| Process                    | 3/3%     | 50/42% | 23/19%  | *43/36% | = 119 |

\*Correct response

2. Of the purposes for which a staff development program may be designed, which would probably be the most difficult for planning?

- 13% A. Improving skills
- \*79% B. Improving attitudes and values
- 4% C. Improving knowledge
- 4% D. Improving understanding

3. Role play, lecture, field-trip and demonstration and examples of:

- 7% A. Organizational Arrangements
- \*64% B. Activities Selected
- 4% C. Purposes Specified
- 25% D. Processes Employed

4. Staff, facilities, time, materials, and funds would fall under which category?

- 6% A. Workshops
- 9% B. Goal Related Problems
- \*59% C. Resources Available
- 26% D. Organizational Arrangements



5. Before actually beginning to plan a staff development program, what needs to be done?
- 2% A. Decide who will attend sessions
  - 5% B. Assess the resources available
  - 1% C. Choose group leaders in each subject area.
  - \*92% D. Identify problem areas.
6. What type of activity would probably be best for developing skills?
- 2% A. Lecture
  - \*84% B. Directed Practice
  - 4% C. Reading
  - 10% D. Discussion groups

Involving People In Decision-Making, March 16, 17, 1976

Results. The post session reactions for this session resulted in highly favorable responses. Indications were that the session was very informative and most beneficial and that the participants gained a much better understanding of the process that is involved in shared decision-making in the Dallas "system".

In general, it seems that the participants felt:

The information was clearly presented.

Committed highly to the approaches discussed.

The session was well organized and worthwhile

Findings are presented in Table 9.

TABLE 9

Summary of Participants' Attitudes Towards  
the Shared Decision-Making Session

- A. The information about the effectiveness of different approaches to decision-making was:

| Unclear |    |    |    |     | Very clear |     |
|---------|----|----|----|-----|------------|-----|
| 1       | 2  | 3  | 4  | 5   | 6          | 7   |
| 0       | 2  | 1  | 7  | 20  | 55         | 74  |
| 0%      | 2% | 1% | 4% | 13% | 34%        | 46% |

TABLE 9 continued

## B. The degree to which I am committed to approaches discussed today are:

| Very low |    |    |    |    | Very high |     |
|----------|----|----|----|----|-----------|-----|
| 1        | 2  | 3  | 4  | 5  | 6         | 7   |
| 0        | 0  | 1  | 3  | 10 | 64        | 81  |
| 0%       | 0% | 1% | 2% | 6% | 40%       | 51% |

## C. In terms of organization, the session was:

| Very unorganized |    |    |    |    | Very organized |     |
|------------------|----|----|----|----|----------------|-----|
| 1                | 2  | 3  | 4  | 5  | 6              | 7   |
| 0                | 0  | 1  | 2  | 5  | 35             | 116 |
| 0%               | 0% | 1% | 2% | 3% | 21%            | 73% |

A five day session entitled Involving People in Decision-Making was held March 16-18, 1976 at the Management Academy for the DISD Principals and the Management Council. Each day was divided into two three hour sessions with approximately 188 persons attending. The objectives of the sessions were:

(1) to fully understand the scope and impact of the process of collective bargaining as it relates to instructional management, (2) to fully understand the scope and intent of existing Texas statutes related to employee relations, (3) to be able to relate our present policies, procedures, and practices to future events should legislation on collective bargaining be passed by either the Congress or state legislature, (4) to fully understand the concept of "shared decision-making on district wide as well as local building level, (5) to fully understand the Dallas "system" of shared decision-making and employee relations and (6) to provide information that will allow participants to "take back to the building" concepts and ideas about the "process" in order to develop a system suited to meeting local building employee relation problems and needs. The sessions were led by Robby Collins, Director of Personnel Relations for DISD.

Even though there were no planned activities for the participants, they were very involved in the sessions and this can be attributed to the presenter. His style made easy listening and he covered the major areas of concern:

I. Leadership

- A. History of bargaining
- B. Organization
- C. Impact

II. Philosophy

- A. Contract
- B. Articles
- C. Texas Civil Status

III. Process

- A. District Communication Council
- B. Staff Relations
- C. Faculty Advisory Committee

In regard to perception and knowledge the participants were asked to indicate to what degree they possessed knowledge on five items before and after the sessions. Certainly this is not a totally evaluative approach of determining achievement since it is a self-report and not a direct measure of performance. However, one must rely on the fact that these individuals knew their own level of knowledge before the session and were able to evaluate changes in knowledge after the session. Findings were positive and are presented in Table 10.

On item one, 115 of the 159 respondents (72%) reported they left the seminar with a higher degree of understanding of the scope and impact of the process of collective bargaining as it relates to instructional management.

On item two, 132 of the 159 respondents (83%) indicated they believed they left the seminar with a higher degree of understanding of the scope and intent of existing Texas status related to employee relations.

TABLE 10

Perception of Knowledge Gain:  
Shared Decision-Making

| I<br>t<br>e<br>m | No change |        |         | Change   |           |          |
|------------------|-----------|--------|---------|----------|-----------|----------|
|                  | Low       | Med.   | High    | Low-Med. | Med.-High | Low-High |
| 1                |           | 15/9%  | 20/18%  | 15/9%    | 86/55%    | 14/9%    |
| 2                | 1/2%      | 7/4%   | 19/12/% | 31/19%   | 56/35%    | 45/28%   |
| 3                |           | 19/12% | 2/13%   | 32/20%   | 62/40%    | 23/15%   |
| 4                | 1/2%      | 14/9%  | 67/42%  | 10/6%    | 50/31%    | 17/10%   |
| 5.               |           | 11/7%  | 18/12%  | 43/28%   | 56/36%    | 27/17%   |

## Items

1. Understanding the scope and impact of process of collective bargaining as it relates to instructional management
2. Understanding the scope and intent of existing Texas status related to employee relations.
3. Ability to relate our present policies, procedures, and practices to future events should legislation on collective bargaining be passed.
4. Understanding the concept of "shared decision-making" on district-wide as well as local level.
5. Understanding concepts and ideas about the "process" well enough to explain to your management staff.

On item three, 117 of the 157 respondents (75%) showed an increase of knowledge in relating our present policies, procedures, and practices to future events should legislation on collective bargaining be passed.

On item four 82 of the 159 respondents (56%) reported no change in their knowledge of "shared decision-making" on district-wide as well as the local level. Of those who showed no change, it is however encouraging to note that 67 (42%) of the respondents reported a higher level of knowledge of the concept.

On item five, 126 of the 155 (81%) respondents indicated they left the seminar with an increase of knowledge of the "process" well enough to explain to their management staff.

### Optional Sessions

#### Workshop on Speaking Dynamics, March 24, 25, 1976

Results. Reactions to the sessions indicated a very positive feeling toward the workshop. It was expressed that the information presented was readily transferable to an administrative situation and the nature of the activities was of great value.

The reported highlights were:

The resourcefulness of the presenter.

The workshop activities were excellent.

The opportunity to use the skills learned at the workshop.

In general, it seems that the participants felt:

The information about how to become a better speaker and listener was clearly presented.

The information about developing self-confidence in speaking situations was sufficient.

The workshop activities were well organized and worthwhile.

Findings are presented in Table 11.

TABLE 11

#### Summary of Participants' Attitudes Towards the Speaking Dynamics Session

A. The information I gained from how to become a better speaker and listener was:

Very unclear

Very clear

|    |    |    |    |    |     |     |
|----|----|----|----|----|-----|-----|
| 1  | 2  | 3  | 4  | 5  | 6   | 7   |
| 0  | 0  | 0  | 1  | 2  | 11  | 17  |
| 0% | 0% | 0% | 1% | 7% | 36% | 56% |

B. The information about developing self-confidence in speaking situations was:

Insufficient

Sufficient

|    |    |    |    |    |     |     |
|----|----|----|----|----|-----|-----|
| 1  | 2  | 3  | 4  | 5  | 6   | 7   |
| 0  | 0  | 0  | 2  | 3  | 12  | 15  |
| 0% | 0% | 0% | 6% | 9% | 38% | 47% |

TABLE 11 continued

C. In general, my attitude about the session can be described as:

| Not worthwhile |    |    |    |    |     | Worthwhile |
|----------------|----|----|----|----|-----|------------|
| 1              | 2  | 3  | 4  | 5  | 6   | 7          |
| 0              | 0  | 0  | 1  | 3  | 7   | 21         |
| 0%             | 0% | 0% | 1% | 9% | 23% | 67%        |

A speaking dynamics workshop was held March 24, 25, 1976 at the Management Academy for thirty-six DISD principals. The sessions were divided into two groups (18 each) both for a full day. The instructor was Mr. Albert Holliday, Director, Educational Communication Center, Camp Hill, Pennsylvania.

The mini course had three purposes - to help the participants become a better speaker, a better listener, and to develop all kinds of speaking situations.

This was a learning by-doing workshop. There were a number of learning activities led by Mr. Holliday that consisted of:

I. Characteristic of a bad speaker

- A. unorganized
- B. redundant
- C. lack of vocal variety
- D. speaking too long
- E. inappropriately dressed
- F. lack of confidence
- G. no eye contact
- H. too many vocal pauses



## II. Evaluating a speaker

A. The participants were given two hand-outs on what makes a good/bad speech. Larry Ascough participated as a (jokingly) guest speaker.

### B. Good points of speech

1. immediately got and kept attention of audience
2. did the unexpected
3. kept ideas going
4. put audience at ease
5. style of speaking
6. related to people
7. talked instead of lecturing
8. interesting presentation
9. good conclusion

### C. Bad points of speech

1. took too long to get serious about the speech
  2. detractions (smoking, picked up pencil)
  3. turned back to audience
  4. may have offended someone with jokes
  5. rapid speech rate
  6. vocal pauses (l6 you knows)
  7. confused audience with statistics
  8. too much walking
- (participants group list of good/bad points of the speech)

## III. Group Discussion (Interaction)

A. Participants had a group discussion on a chosen problem consisting of seven people (including an appointed leader). Empahsis were placed on organization.

1. nature of problem
2. why problem exist
3. get responses from all
4. keep it positive
5. record ideas

## IV. Art of effective listening

A. Mr. Holliday lead discussion stressing the following points:

1. writing notes (use the sense of touch)
2. make eye contact with speaker
3. identify main points
4. make a special effort to recognize strengths
5. identify improved areas as speaker continues

V. Impromptu speeches (Interaction)

- A. Each participant had to speak up to two minutes on a topic chosen by Mr. Holliday.
- B. Points stressed
  - 1. forced organization
  - 2. modified structure
  - 3. have question and answer pauses
  - 4. personalize the situation

VI. Prepared speeches (Interaction)

- A. Each participant gave a 6-8 minute speech and was evaluated by an assigned person and Mr. Holliday. After every third speaker the evaluation sheets were given to the speaker, so each participant was evaluated orally and written. The topics were chosen by the participants.

In regard to perception and knowledge gain it appears that the workshop was successful. The participants responded to seven items in which they were asked to indicate their knowledge of the seven items before and after the workshop. Findings are presented in Table 12.

On item one, 21 of 32 respondents (66%) reported that they believed they left the workshop with a higher degree of understanding of the concepts involved in seeking a dynamic speech personality. This is particularly favorable when it is noted that 91 percent of the respondents reported that their understanding of this concept increased as a result of the training received during the workshop.

On item two, 26 of the 32 respondents (81%) showed an increase of knowledge in the four purposes of speaking.

On item three, 27 of the 32 respondents (84%) reported that they left the workshop with a higher degree of understanding of how to organize a speech in three parts. This is also favorable because 84 percent of the respondents reported that their understanding of the organization of a speech increased as a result of the training received during the workshop.

On item four, 25 of the 32 respondents (78%) indicated they left the workshop with a higher degree of understanding the best way to set the tone of a meeting.

On item five, however, 16 of the 32 respondents (50%) reported they left the workshop with no changes on their cognitive growth in regard to how to amplify and illustrate messages using audio-visuals.

On item six, 20 of the 32 respondents (63%) indicated a higher degree of understanding how to lead and participate in a successful meeting.

On item seven, 22 respondents (69%) reported they left the workshop with a higher degree of understanding how to set long-range speaking goals.

TABLE 12

Perception of Knowledge Gain: Workshop in  
Speaking Dynamics

| I<br>t<br>e<br>m | No Change |       |       | Change   |           |          |
|------------------|-----------|-------|-------|----------|-----------|----------|
|                  | Low       | Med.  | High  | Low-Med. | Med.-High | Low-High |
| 1.               |           | 3/9%  |       | 8/25%    | 15/47%    | 6/19%    |
| 2.               |           | 4/12% | 2/6%  | 3/9%     | 13/41%    | 10/32%   |
| 3.               |           | 2/6%  | 3/8%  | 5/16%    | 16/50%    | 6/19%    |
| 4.               |           | 3/9%  | 4/12% | 4/12%    | 16/50%    | 5/16%    |
| 5.               | 6/19%     | 8/25% | 2/6%  | 6/19%    | 7/22%     | 3/9%     |
| 6.               | 1/3%      | 6/19% | 5/16% | -        | 19/59%    | 1/3%     |
| 7.               | 1/3%      | 7/22% | 2/69% | 1/3%     | 12/38%    | 9/28%    |

Items

1. Understanding my own abilities and skills in seeking a dynamic speech personality.
2. Understanding the four purposes of speaking to instruct, stimulate, convince and entertain.
3. How to organize my speech in three parts, the introduction, the body, and conclusion.
4. What is the best way to set the tone of a meeting.
5. How to amplify and illustrate messages using audio-visuals.
6. How to lead or participate in a successful meeting.
7. How to set long-range speaking goals and achieving them.

Communications and Human Relationship Skills for Administrators, February 9, 16, 23, 1976; March 1, 8, 15, 1976

Results. Participants expressed satisfaction with the personal involvement of the session. The evaluation for this session resulted in highly favorable responses. Indications were that the meeting was very informative and that the principals gained a better understanding about improving relationships with others.

In general it seems that the participants felt:

The information about improving relationships was clearly presented.

The information about communication was sufficient.

The workshop activities were well organized and worthwhile.

Findings are presented in Table 13.

TABLE 13  
Summary of Participants' Attitudes Towards  
the Communication Session

A. The information about how to improve my relationship with others was:

| Very unclear |   |   |   |     |     | Very clear |
|--------------|---|---|---|-----|-----|------------|
| 1            | 2 | 3 | 4 | 5   | 6   | 7          |
| 0            | 0 | 0 | 0 | 4   | 10  | 8          |
| 0            | 0 | 0 | 0 | 18% | 46% | 36%        |

B. The information I gained about communicating with others was:

| Insufficient |   |   |   |    |     | Sufficient |
|--------------|---|---|---|----|-----|------------|
| 1            | 2 | 3 | 4 | 5  | 6   | 7          |
| 0            | 0 | 0 | 0 | 2  | 12  | 8          |
| 0            | 0 | 0 | 0 | 9% | 55% | 36%        |

C. In terms of organization, the sessions were:

| Unorganized |   |   |   |    |     | Organized |
|-------------|---|---|---|----|-----|-----------|
| 1           | 2 | 3 | 4 | 5  | 6   | 7         |
| 0           | 0 | 0 | 0 | 1  | 6   | 15        |
| 0           | 0 | 0 | 0 | 5% | 27% | 68%       |

A seminar entitled Communications and Human Relationship Skills for Administrators was held February 9, 16, 23, 1976; March 1, 8, 15, 1976 at the Management Academy for twenty-three DISD Principals. The principals attended the seminar in six four hour sessions and the instructor was Russ Moxley, Management, Consultant and Trainer.

The seminar was a workshop carefully designed to combine insights about human relationships with the communications skills needed to improve them. The workshop consisted of lectures, group discussions and group activities. The participants were able to improve his/her productivity by gaining both insights about relationships. Each participant became familiar with and was able to use the skill of listening to help students, parents, teachers and others solve their problems. Each participant learned the importance of being assertive and learned the skill of sending confrontation and assertion messages to other persons. Participants became familiar with and were able to use the skills of shared-power "win win" conflict resolution. They learned a contracting skill that can be used for goal-setting and problem-solving. Each participant was made familiar with and was able to use different methods of dealing with value conflicts. They also learned to use these communication skills to foster a climate of inquiry and exploration.

In regard to perception and knowledge gain, the participants were asked to indicate knowledge before and after the workshop on seven items. Findings were positive and are presented in Table 14.

TABLE 14

Perception of Knowledge Gain: Communications and Human  
Relationship Skills Workshop

| Item | No Change |       |       | Change   |           |          |
|------|-----------|-------|-------|----------|-----------|----------|
|      | Low       | Med.  | High  | Low-Med. | Med.-High | Low-High |
| 1.   |           | 2/9%  |       | -        | 20/91%    | -        |
| 2.   |           | 1/4%  | 2/9%  | 2/9%     | 16/74%    | 1/4%     |
| 3.   |           | 7/31% | 1/4%  | 1/4%     | 12/52%    | 2/9%     |
| 4.   |           | 6/26% | 2/9%  | 3/13%    | 8/35%     | 4/17%    |
| 5.   |           | 2/9%  | 3/14% | 2/9%     | 12/54%    | 3/14%    |
| 6.   |           | 1/4%  | 1/4%  | 5/24%    | 9/41%     | 6/27%    |
| 7.   | 1/4%      | 6/27% | 1/4%  | 1/4%     | 11/50%    | 2/9%     |

## Items

1. How to improve my communication skills.
2. How to improve my listening skills.
3. How to improve productivity by gaining insights about relationships with other persons.
4. Understanding contractual skills for goal-setting and problem-solving.
5. Understanding the methods of dealing with value conflicts.
6. Understanding the skill of sending confrontation and assertion messages to other persons.
7. Facilitating a climate of inquiry and exploration to meet the relational needs of teachers.

On item one, 20 of the 22 respondents (91%) indicated a higher understanding on improving communication skills. This is favorable because 91 percent indicated that after the workshop training their knowledge of the concept had increased.

On item two, 19 of the 22 respondents (86%) indicated a higher understanding on improving listening skills.



On item three, 15 of the 22 respondents (68%) reported an increase of knowledge improving productivity.

On item four, 15 of the 22 respondents (68%) indicated an increase of knowledge of contractual skills for goal-setting and problem-solving.

On item five, 17 of the 22 respondents (77%) reported a higher understanding of methods dealing with conflict. This means 77 percent of the respondents left the workshop with an increased knowledge of this concept.

On item six, 20 of the 22 respondents (91%) showed an increase of knowledge about the skill of sending confrontation and assertion messages to other persons.

On item seven, 14 of the 22 respondents (64%) reported a higher understanding the climate to meet the relational needs of teachers.

#### Bilingual Education Workshop, March 30, 31, 1976

Results. Reactions to this session were mixed. Many participants indicated that the information was well received, but more time needed to be spent on specifics.

In general, it seems that the participants felt:

The information concerning successful approaches to the Bilingual Education program was clear.

The focusing on current needs, concerns, and problems in the administration of the Bilingual Education program was worthwhile.

The workshop activities were well organized.

Findings are presented in Table 15.

TABLE 15  
Summary of Participants' Attitudes Towards  
the Bilingual Education Session

#### A. The information concerning successful approaches to the Bilingual Program was:

| Very unclear |    |    |     |     |     | Very clear |
|--------------|----|----|-----|-----|-----|------------|
| 1            | 2  | 3  | 4   | 5   | 6   | 7          |
| 2            | 1  | 3  | 8   | 10  | 13  | 3          |
| 5%           | 2% | 7% | 20% | 25% | 33% | 8%         |

TABLE 15 continued

B. The focusing on current needs, concerns and problems in the administration of the Bilingual Program was:

| Not worthwhile |    |     |     |     | Worthwhile |     |
|----------------|----|-----|-----|-----|------------|-----|
| 1              | 2  | 3   | 4   | 5   | 6          | 7   |
| 1              | 0  | 4   | 9   | 9   | 13         | 4   |
| 2%             | 0% | 10% | 22% | 22% | 33%        | 10% |

C. In terms of organization, this session was:

| Very unorganized |    |    |     |     | Very organized |     |
|------------------|----|----|-----|-----|----------------|-----|
| 1                | 2  | 3  | 4   | 5   | 6              | 7   |
| 1                | 1  | 2  | 4   | 9   | 11             | 12  |
| 2%               | 2% | 5% | 10% | 22% | 27%            | 30% |

A two day session was held March 30, 31, 1976 at the Management Academy for approximately 40 principals of schools participating in the DISD Bilingual Program. The workshop was divided into two three hour sessions.

The objectives for the workshop were: (a) to provide participants with basic information about bilingual education in order to focus on current needs, concerns, and problems in the administration of the DISD bilingual program; (b) to provide participants with a common framework for making decisions about bilingual education; (c) to provide participants with information about federal, state and local requirements with regard to bilingual education; (d) to provide participants with information regarding effective identification procedures for program planning and placement; (e) to assess needs for future bilingual education training sessions.

The workshop was divided into four areas of major concern and they were determined by administering a needs assessment instrument to principals and teachers involved in the bilingual program.

In each area of concern the speaker presented an informative narration, group activity and summary: (1) Bilingual Education: A rationale presented by Dr. Gloria Zamora, (2) Legal Aspects of Bilingual Education presented by Dr. Hugo Rodriguez (federal), Dr. Arturo Gutierrez (state), Mr. Pablo Perez (local), (3) Student Identification: Procedures and Assessment presented by Ms. Rosita Apodoca.

In regard to perception and knowledge gain it appears that the workshop was successful. The participants responded to five items in which they were asked to indicate their knowledge before and after the workshop. Findings are presented in Table 16.

TABLE 16

## Perception of Knowledge Gain: Bilingual Education Workshop

| Item | No Change |        |        | Change   |          |          |
|------|-----------|--------|--------|----------|----------|----------|
|      | Low       | Med.   | High   | Low-Med. | Med.High | Low-High |
| 1.   | 1/2%      | 7/18%  | 8/20%  | 7/18%    | 14/35%   | 3/7%     |
| 2.   | -         | 9/23%  | 9/23%  | 6/15%    | 9/23%    | 5/12%    |
| 3.   | 1/2%      | 7/18%  | 1/2%   | 14/36%   | 8/21%    | 8/21%    |
| 4.   | 3/8%      | 16/41% | 6/15%  | 8/21%    | 4/10%    | 2/5%     |
| 5.   | -         | 11/37% | 12/40% | 5/17%    | 2/6%     | -        |

## Items

1. The rationale for Bilingual Education
2. The legal aspects of Bilingual Education
3. The pupil assessment and placement
4. The Bilingual Program implementation
5. Knowledge of DISD Bilingual Program

On item one, 24 of the 40 respondents (60%) reported they believed they left the workshop with a higher degree of understanding the rationale for Bilingual Education.

On item two, 20 of the 38 respondents (53%) indicated they left the workshop with a higher degree of understanding the legal aspects of Bilingual Education.

On item three, 30 of the 40 respondents (75%) reported they believed they left the workshop with a higher degree of understanding of the pupil assessment and placement. This is particularly favorable when it is noted that 75 percent of the respondents reported that their understanding of this information increased as a result of training received during the workshop.

On item four, 25 of the 39 respondents (64%) reported they left the workshop with no change in understanding the Bilingual program implementation.

On item five, however, 23 of the 40 respondents (57%) reported they left the workshop with no changes in their knowledge in regard to the concept of the DISD Bilingual Program.

Profiling as an Aid for Planning Instructional Improvement, February 19, 1976; March 4, 18, 1976; April 1, 1976

Results. The post session reactions to this session were quite positive. Participants stated the information to be of value and made it transferable to the building level. Especially worthwhile were the materials given to the principals on campus level planning. Findings are presented in Table 17.

TABLE 17

Summary of Participants' Attitudes Towards  
the Profiling Session

|                                                                                                                     |   |    |    |            |     |     |
|---------------------------------------------------------------------------------------------------------------------|---|----|----|------------|-----|-----|
| <hr/>                                                                                                               |   |    |    |            |     |     |
| A. The information I gained about identifying specific strengths and weaknesses with the instructional program was: |   |    |    |            |     |     |
| Very unclear                                                                                                        |   |    |    | Very clear |     |     |
| 1                                                                                                                   | 2 | 3  | 4  | 5          | 6   | 7   |
| 0                                                                                                                   | 0 | 1  | 2  | 10         | 7   | 3   |
| 0                                                                                                                   | 0 | 5% | 9% | 45%        | 27% | 14% |
| B. The information I gained for the use of the results from the standardized test data was:                         |   |    |    |            |     |     |
| Insufficient                                                                                                        |   |    |    | Sufficient |     |     |
| 1                                                                                                                   | 2 | 3  | 4  | 5          | 6   | 7   |
| 0                                                                                                                   | 0 | 0  | 2  | 7          | 8   | 5   |
| 0                                                                                                                   | 0 | 0  | 9% | 32%        | 36% | 23% |

TABLE 17 continued

C. In general, my attitude about these sessions can be described as follows:

| Not worthwhile |   |   |    |     | Worthwhile |     |
|----------------|---|---|----|-----|------------|-----|
| 1              | 2 | 3 | 4  | 5   | 6          | 7   |
| 0              | 0 | 0 | 2  | 5   | 8          | 7   |
| 0              | 0 | 0 | 9% | 23% | 36%        | 32% |

D. In terms of organization, these sessions were:

| Very unorganized |   |   |    |     | Very organized |     |
|------------------|---|---|----|-----|----------------|-----|
| 1                | 2 | 3 | 4  | 5   | 6              | 7   |
| 0                | 0 | 0 | 1  | 5   | 9              | 7   |
| 0                | 0 | 0 | 4% | 23% | 41%            | 32% |

An eight hour seminar was held at the Management Academy for 22 DISD Principals. This seminar was divided into four two hour sessions and the title of the seminar was: Profiling as an Aid for Planning Instructional Improvement. The instructors for this seminar were Dr. Robert P. Grobe and Dr. Tom Holland. Guest speakers were Dr. Bill Denton and Mr. Tom Kelly.

The objectives of this seminar were to produce in participants: (a) an awareness of needs for experiences with planning activities at the local campus; (b) to produce in participants an awareness of possible approaches to campus level planning; (c) to graph available standardized test data and use profiles to identify possible strengths and weaknesses for instructional programs of participating schools; (d) to use subjective information as an aid in determining needs peculiar to local campus.

The sessions consisted of learning activities using available standardized test data to extend profiling in attempts to identify and consider specific strengths and weaknesses within each participating school's instructional



program. Available standardized test data for each participating school were used to develop profiles of test objectives for reading and mathematics.

Specific sessions included an overview of a campus level planning model, a detailed look at using quantitative data for profiling and objective needs assessment.

Mr. Tom Kelly, principal at Thomas Jefferson High School gave a presentation relating the use of profiling and planning to a campus. He illustrated the problem solving model used in determining the school's budget. The process of the model was:

- |                           |                         |
|---------------------------|-------------------------|
| 1. problem identification | 4. program structure    |
| 2. needs assessment       | 5. selection of program |
| 3. goal statement         | 6. resource inventory   |

Mr. Kelly oriented this model to his faculty through training sessions and stated this model was very successful in many ways. He indicated that the advantages of this model were:

1. established accountability within staff
2. involved staff for total input
3. improvement in programs and equipment

In regard to perception and knowledge the participants were asked to indicate to what degree they possessed knowledge of six items before and after the sessions. Findings were positive and are presented in Table 18.

On item one, 17 of the 22 respondents (77%) reported they left the seminar with a higher degree of understanding of possible approaches to campus level planning.

On item two, 17 of the 22 respondents (77%) indicated they left the seminar with a higher degree of knowledge in graphing standardized test data.

On item three, 17 of the 22 respondents (77%) showed an increase of knowledge in identifying strengths and weaknesses for instructional programs.



TABLE 18  
Perception of Knowledge Gain: Profiling

| Item | No Change |       |       | Change   |           |          |
|------|-----------|-------|-------|----------|-----------|----------|
|      | Low       | Med.  | High  | Low-Med. | Med.-High | Low-High |
| 1.   |           | 3/14% | 2/9%  | 11/50%   | 4/18%     | 2/9%     |
| 2.   |           | 2/9%  | 3/14% | 4/18%    | 6/27%     | 7/32%    |
| 3.   | 1/4%      | 2/9%  | 2/9%  | 4/18%    | 8/36%     | 5/23%    |
| 4.   |           | 3/14% | 4/18% | 6/27%    | 6/27%     | 3/14%    |
| 5.   | 1/4%      | 7/32% |       | 7/32%    | 6/27%     | 1/4%     |
| 6.   | 2/10%     | 4/20% |       | 8/40%    | 6/30%     | -        |

Items

1. Possible approaches to campus level planning
2. Graphing standardized test data
3. The use of detailed profiles to identify possible strengths and weaknesses for instructional programs
4. Possible approaches to needs assessment
5. The use of subjective information as an aid in determining needs
6. The use of selection criteria in choosing instructional materials

On item four, 15 of the 22 respondents (68%) reported an increase in the knowledge of possible approaches to needs assesement.

On item five, 14 of the 22 respondents (64%) indicated they left the seminar with a higher degree of understanding the use of determining needs.

On item six, 14 of the 20 respondents (70%) reported they left the seminar with a higher understanding of the use of selection criteria in choosing instructional materials.

Politics of Education, March 22, 23, 1976

Results. The evaluation for this session resulted in highly favorable responses. Indications were that the session was very timely, practical, and interesting. Participants expressed satisfaction with the well prepared presenter.

In general, the participants felt:

The information of experiences dealing with political conflict was worthwhile.

The seminar activities were well organized and acceptable.

Findings are presented in Table 19.

TABLE 19  
Summary of Participants' Attitudes Towards  
the Politics of Education Session

---

A. My understanding about the politics of education was made:

| Very unclear |   |    |   |     | Very clear |     |
|--------------|---|----|---|-----|------------|-----|
| 1            | 2 | 3  | 4 | 5   | 6          | 7   |
| 0            | 0 | 1  | 0 | 4   | 23         | 9   |
| 0            | 0 | 3% | 0 | 10% | 63%        | 24% |

B. The sharing of experiences dealing with political conflict was:

| Not worthwhile |   |   |    |     | Worthwhile |     |
|----------------|---|---|----|-----|------------|-----|
| 1              | 2 | 3 | 4  | 5   | 6          | 7   |
| 0              | 0 | 0 | 1  | 9   | 14         | 13  |
| 0              | 0 | 0 | 3% | 24% | 38%        | 35% |

C. In terms of organization, the session was:

| Unorganized |   |   |    |     | Very organized |     |
|-------------|---|---|----|-----|----------------|-----|
| 1           | 2 | 3 | 4  | 5   | 6              | 7   |
| 0           | 0 | 0 | 1  | 6   | 15             | 15  |
| 0           | 0 | 0 | 3% | 16% | 40%            | 40% |

---

A two day seminar entitled: The Politics of Education was held March 22 , 23, 1976 at the Management Academy for 36 principals.

Each session was organized into a full day workshop. The objectives were  
(a) to help participants better understand the forces, processes, and

conditions which interact to shape the direction of public education; (b) to examine the causes of political conflict over education and the various strategies for containing political conflict; (c) to acquaint participants with several conceptual models which may possibly assist in explaining educational policy-making; (d) to provide an opportunity for participants to share experiences of dealing with political conflict in education. Dr. John Thompson, Professor of Political Science at North Texas State University was the presenter.

Dr. Thompson presented an informative narration in the morning sessions. The major areas of concern were:

I. Politics: The new kid on the block

- A. The nature of politics
- B. Politics as conflict regulation
- C. The nature and inevitability of social and political conflict over schools
- D. Model of conflicting preferences



- E. Politics as policy-making: Who gets what, when and where.
- F. Interrelatedness of politics and education
- G. Group theory of politics: Reasons for groups; political functions served by groups
- H. Policy-making model based on group theory
- I. Community influentials and policy-making
- J. How to know your community influentials
- K. Bases of social and political power

In the afternoon session there was a panel discussion consisting of Dr. Tom Holland, Dr. Joe Pitts and Dr. Thompson. The panel leaders addressed themselves to experiences dealing with political conflicts (such issues as text book selection, special education, student discipline, teacher militancy

and budgeting). The participants in the seminar also had a chance to share experiences concerning the topics mentioned above. The last part of the panel discussion dealt with desegregation and race relations, Dr. Joe Pitts discussed the Dallas desegregation order and the implementation of the order.

In regard to perception and knowledge gain, the participants were asked to indicate the degree of knowledge they possessed on four items before and after the seminar. Findings were positive and are presented in Table 20.

TABLE 20

Perception of Knowledge Gain: Politics of Education

| I<br>t<br>e<br>m | No Change |       |        | Change   |           |          |
|------------------|-----------|-------|--------|----------|-----------|----------|
|                  | Low       | Med.  | High   | Low-Med. | Med.-High | Low-High |
| 1.               |           | 5/13% | 3/8%   | 1/3%     | 24/65%    | 4/11%    |
| 2.               |           | 3/8%  | 2/5%   | 2/5%     | 22/60%    | 8/22%    |
| 3.               |           | 9/24% | 2/5%   | 6/16%    | 14/39%    | 6/16%    |
| 4.               |           | 3/8%  | 10/27% | -        | 19/51%    | 5/14%    |

Items

1. Understanding the variables which interact to shape the direction of public education.
2. Understanding the various strategies for containing or solving political conflict in education.
3. Understanding conceptual models explaining educational policy-making.
4. Understanding the causes for political conflict in education.

On item one, 29 of the 37 respondents (78%) reported they believed they left the workshop with a higher degree of understanding the variables which interact to shape direction of public education.

On item two, 32 of the 37 respondents (86%) showed an increase of knowledge in understanding the various strategies for containing or solving political conflict in education.

On item three, 26 of the 37 respondents (70%) reported an increase in understanding the various strategies for containing or solving political conflict in education.

On item four, 24 of the 37 respondents (65%) reported an increase in understanding the causes of political conflict in education.

Swap-Shop: Community, March 30, 1976; April 1, 1976

Results. Participants indicated that this type of session was good for input and exchange of ideas and practices. Participants also expressed that this was a very beneficial and effective session.

In general, it seems that the participants felt:

The information concerning insights about relationships in the community was clearly presented.

The sharing of successful strategies on community involvement were very worthwhile.

The Swap-Shop concept is a good approach in achieving professional growth.

Findings are presented in Table 21.

TABLE 21

Summary of Participants' Attitudes Towards  
the Community Involvement Session

- A. The knowledge I gained concerning insights about relationships in the community was:

| Very unclear |   |   |   |     | Very clear |   |
|--------------|---|---|---|-----|------------|---|
| 1            | 2 | 3 | 4 | 5   | 6          | 7 |
| 0            | 0 | 0 | 0 | 1   | 4          | 0 |
| 0            | 0 | 0 | 0 | 20% | 80%        | 0 |

- B. The sharing of successful strategies on community involvement concepts were:

| Not worthwhile |   |   |   |     | Worthwhile |     |
|----------------|---|---|---|-----|------------|-----|
| 1              | 2 | 3 | 4 | 5   | 6          | 7   |
| 0              | 0 | 0 | 0 | 1   | 2          | 2   |
| 0              | 0 | 0 | 0 | 20% | 40%        | 40% |

TABLE 21 continued

C. The Swap-Shop is a good approach in achieving professional growth:

| Not good |   |   |   |   | Very good |     |
|----------|---|---|---|---|-----------|-----|
| 1        | 2 | 3 | 4 | 5 | 6         | 7   |
| 0        | 0 | 0 | 0 | 0 | 3         | 2   |
| 0        | 0 | 0 | 0 | 0 | 60%       | 40% |

D. In terms of organizations, this session was:

| Very unorganized |   |   |   |   | Very organized |     |
|------------------|---|---|---|---|----------------|-----|
| 1                | 2 | 3 | 4 | 5 | 6              | 7   |
| 0                | 0 | 0 | 0 | 0 | 4              | 1   |
| 0                | 0 | 0 | 0 | 0 | 80%            | 20% |

The Swap-Shop entitled Community Involvement was held March 30, 1976 for five DISD Principals. The discussion leader was Weldon Griffith.

In a two hour session participants shared and exchanged ideas on:

1. how to become familiar with the community
2. how to gain insights about relationships in the community
3. how to become familiar with and be able to use methods of dealing with value conflicts
4. how to meet the relational needs of the community

#### Swap-Shop: Teacher Evaluation, March 8, 15, 1976

Results. Reactions for the most part were positive. One major comment made was that the session should have been structured to attend to District concerns rather than individual problems. However, the participants liked the Swap-Shop idea and felt that they should be continued.

In general, it seems that the participants felt:

- The methods and techniques of evaluating personnel was clearly presented.
- The knowledge gained concerning due process was sufficient.
- The Swap-Shop is a good approach in achieving professional growth.
- The session was well organized and acceptable.

Findings are presented in Table 22.



TABLE 22

Summary of Participants' Attitudes Towards  
the Teacher Evaluation Session

---

A. My understanding of the methods and techniques of evaluating personnel was made:

| Very unclear |   |   |     |     | Very clear |     |
|--------------|---|---|-----|-----|------------|-----|
| 1            | 2 | 3 | 4   | 5   | 6          | 7   |
| 0            | 0 | 0 | 3   | 6   | 17         | 3   |
| 0            | 0 | 0 | 10% | 21% | 59%        | 10% |

B. The knowledge I gained concerning the due process was:

| Insufficient |   |   |     |     | Sufficient |     |
|--------------|---|---|-----|-----|------------|-----|
| 1            | 2 | 3 | 4   | 5   | 6          | 7   |
| 1            | 0 | 0 | 3   | 4   | 15         | 4   |
| 3%           | 0 | 0 | 11% | 15% | 55%        | 15% |

C. The Swap-Shop is a good approach in achieving professional growth:

| Not good |   |   |    |    | Very good |     |
|----------|---|---|----|----|-----------|-----|
| 1        | 2 | 3 | 4  | 5  | 6         | 7   |
| 0        | 0 | 0 | 1  | 1  | 9         | 16  |
| 0        | 0 | 0 | 4% | 4% | 33%       | 59% |

D. In terms of organization, this session was:

| Very unorganized |   |    |    |     | Very organized |     |
|------------------|---|----|----|-----|----------------|-----|
| 1                | 2 | 3  | 4  | 5   | 6              | 7   |
| 1                | 0 | 1  | 2  | 7   | 7              | 10  |
| 3%               | 0 | 3% | 7% | 25% | 25%            | 36% |

---

A Swap-Shop entitled Teacher Evaluation was held at the Management Academy for 29 DISD Principals. The leader of the session was Wayne Pierce.

In a two hour session each participant shared and exchanged ideas on:  
(1) methods and techniques of evaluating personnel and (2) means to assure due process.

Swap-Shop: Interviewing Prospective Teachers, March 18, 1976

Results. The evaluation for this session resulted in highly favorable responses. Indications were that the session was very informative and the principals gained a much better understanding of what is involved in teacher selection. Many participants stated that they would like to have had a demonstrated interview.

In general, it seems that the participants felt:

The methods of techniques of interviewing prospective teachers was clearly presented.

The knowledge gained concerning the interviewing process was sufficient.

The session was organized and acceptable.

Findings are presented in Table 23.

TABLE 23

Summary of Participants' Attitudes Towards  
the Interviewing Prospective Teachers Session

- A. My understanding of the methods and techniques of interviewing prospective teachers was made:

Very unclear

Very clear

|   |    |    |    |     |     |     |
|---|----|----|----|-----|-----|-----|
| 1 | 2  | 3  | 4  | 5   | 6   | 7   |
| 0 | 1  | 2  | 1  | 7   | 13  | 18  |
| 0 | 2% | 5% | 2% | 17% | 31% | 43% |

- B. The knowledge I gained concerning the interviewing process was:

Insufficient

Sufficient

|   |    |    |    |     |     |     |
|---|----|----|----|-----|-----|-----|
| 1 | 2  | 3  | 4  | 5   | 6   | 7   |
| 0 | 2  | 1  | 2  | 7   | 15  | 15  |
| 0 | 5% | 2% | 5% | 17% | 36% | 36% |

- C. In terms of organization, this session was:

Very unorganized

Very organized

|   |   |   |    |     |     |     |
|---|---|---|----|-----|-----|-----|
| 1 | 2 | 3 | 4  | 5   | 6   | 7   |
| 0 | 0 | 0 | 3  | 9   | 11  | 19  |
| 0 | 0 | 0 | 7% | 21% | 26% | 45% |

A seminar was held at the Management Academy for 42 DISD Principals. The title of the seminar was Interviewing Prospective Teachers. The leader of the session was John Santillo, Assistant Superintendent of Personnel.

In a two hour session participants were acquainted with:

1. techniques of asking questions
2. establishing a rapport with the interview
3. tips for listening to the interview

Swap-Shops: Concepts of Discipline, March 21, 1976

Results. The majority of the participants emphasized that the nature of the discussion and information received were of value. It was also expressed that the sharing and exchanging of ideas was very beneficial.

In general, it seems that the participants felt:

The information gained concerning techniques of maintaining discipline was clearly presented.

The sharing of successful strategies on the concepts of discipline was very worthwhile.

The session was well organized and acceptable.

Findings are presented in Table 24.

TABLE 24

Summary of Participants' Attitudes Towards  
the Concepts of Discipline Session

A. The information I gained concerning techniques of maintaining discipline was:

Very unclear

Very clear

|   |   |   |     |     |     |     |
|---|---|---|-----|-----|-----|-----|
| 1 | 2 | 3 | 4   | 5   | 6   | 7   |
| 0 | 0 | 0 | 2   | 3   | 7   | 2   |
| 0 | 0 | 0 | 14% | 21% | 50% | 14% |

B. The sharing of successful strategies on the concepts of discipline was:

Not worthwhile

Worthwhile

|   |   |   |   |     |     |     |
|---|---|---|---|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5   | 6   | 7   |
| 0 | 0 | 0 | 0 | 4   | 7   | 3   |
| 0 | 0 | 0 | 0 | 29% | 50% | 21% |

TABLE 24 continued

---

C. The Swap-Shop is a good approach in achieving professional growth:

| Not good |   |   |     |     | Very good |     |
|----------|---|---|-----|-----|-----------|-----|
| 1        | 2 | 3 | 4   | 5   | 6         | 7   |
| 0        | 0 | 0 | 2   | 3   | 6         | 3   |
| 0        | 0 | 0 | 14% | 21% | 43%       | 21% |

D. In terms of organization, this session was:

| Very unorganized |   |    |   |     | Very organized |     |
|------------------|---|----|---|-----|----------------|-----|
| 1                | 2 | 3  | 4 | 5   | 6              | 7   |
| 0                | 0 | 1  | 0 | 6   | 5              | 2   |
| 0                | 0 | 7% | 0 | 43% | 36%            | 14% |

---

A Swap-Shop entitled Concepts of Discipline was held at the Management Academy March 21, 1976 for 14 DISD Principals. The leader of the session was Burt Rollings.

In a three hour session, each participant shared and exchanged ideas on:

1. techniques of maintaining discipline
2. creating the climate for discipline
3. encouraging self-discipline

Swap-Shop: Techniques of Instructional Leadership,

Results. Reactions to this session were very positive. Participants emphasized that these Swap-Shops meets the obligation without specific instruction and this helps create an informal atmosphere.

In general, it seems that the participants felt that:

The effectiveness in planning and executing the curriculum was clearly presented.

The sharing of successful strategies in instructional leadership was worthwhile.

The Swap-Shop is a good approach in achieving professional growth.

Findings are presented in Table 25.

TABLE 25

Summary of Participants' Attitudes Towards  
the Instructional Leadership Session

- A. In these sessions the effectiveness in planning and executing the curriculum has been made:

| Very unclear |     |    |     |     | Very clear |    |
|--------------|-----|----|-----|-----|------------|----|
| 1            | 2   | 3  | 4   | 5   | 6          | 7  |
| 0            | 2   | 1  | 5   | 4   | 7          | 1  |
| 0            | 10% | 5% | 25% | 20% | 35%        | 5% |

- B. The sharing of successful strategies in instructional leadership was:

| Not worthwhile |   |     |     |     | Worthwhile |     |
|----------------|---|-----|-----|-----|------------|-----|
| 1              | 2 | 3   | 4   | 5   | 6          | 7   |
| 0              | 0 | 3   | 3   | 4   | 8          | 2   |
| 0              | 0 | 15% | 15% | 20% | 40%        | 10% |

- C. The Swap-Shop concept is a good approach in achieving professional growth:

| Not good |   |   |    |     | Very good |     |
|----------|---|---|----|-----|-----------|-----|
| 1        | 2 | 3 | 4  | 5   | 6         | 7   |
| 0        | 0 | 0 | 1  | 4   | 10        | 4   |
| 0        | 0 | 0 | 5% | 21% | 53%       | 21% |

- D. In terms of organization, these sessions were:

| Very unorganized |    |     |     |     | Very organized |    |
|------------------|----|-----|-----|-----|----------------|----|
| 1                | 2  | 3   | 4   | 5   | 6              | 7  |
| 0                | 1  | 2   | 4   | 6   | 6              | 1  |
| 0                | 5% | 10% | 20% | 30% | 30%            | 5% |

A Swap-Shop entitled Techniques of Instructional leadership was held at the Management Academy for 20 DISD Principals.

In a two hour session, each participant shared and exchanged ideas on:

1. building the total learning environment to provide an optimum teaching/learning situation.
2. gaining knowledge of curriculum and overall instructional program.
3. effectiveness in planning and executing the curriculum.

Film: "The Discipline Interview (of Personnel), April 20, 21, 1976

Results. The majority of the participants emphasized the nature of the film and the discussions held before and after the film. It was also expressed the free flow of information was good and it provided an opportunity for group interaction. Participants expressed that the main points of the film were clear and concise.

In general, it seems that the participants felt:

The skills and techniques gained through the viewing of this film were clearly presented.

The discussions of the film were worthwhile.

Findings are presented in Table 26.

TABLE 26

Summary of Participants' Attitudes Towards  
the Discipline Interview Session

A. The skills and techniques gained through the viewing of this film were:

Very unclear

Very clear

|   |    |     |     |     |     |     |
|---|----|-----|-----|-----|-----|-----|
| 1 | 2  | 3   | 4   | 5   | 6   | 7   |
| 0 | 1  | 2   | 2   | 5   | 6   | 2   |
| 0 | 5% | 11% | 11% | 28% | 33% | 11% |

B. The discussions held after the film were:

Not worthwhile

Worthwhile

|   |   |     |     |     |     |     |
|---|---|-----|-----|-----|-----|-----|
| 1 | 2 | 3   | 4   | 5   | 6   | 7   |
| 0 | 0 | 2   | 2   | 2   | 10  | 2   |
| 0 | 0 | 11% | 11% | 11% | 56% | 11% |

C. The participation in viewing this film and having a discussion is a good approach in achieving professional growth was:

Not good

Very good

|   |     |   |     |     |     |    |
|---|-----|---|-----|-----|-----|----|
| 1 | 2   | 3 | 4   | 5   | 6   | 7  |
| 0 | 2   | 0 | 2   | 4   | 8   | 1  |
| 0 | 12% | 0 | 12% | 23% | 47% | 6% |



A film entitled "The Discipline Interview" was shown April 20, 21, 1976 at the Management Academy. Eighteen DISD Principals attended this session. The discussion leader was Gene Davenport, Director of the Management Academy.

The objectives of the film and discussion were to teach the participants (a) how to properly plan a discipline interview; (b) how to adapt the interview to the background of the person being interviewed; and (c) the correct procedures for conducting a discipline interview.

In a two hour session, the participants had a pre - discussion on views concerning the film, viewed the film and had a post - discussion.

Film: "The Rewards of Rewarding, April 27, 28, 1976

Results. The post session reactions were quite positive in that the participants indicated that they liked the exchanging of ideas and view points before and after the film. Participants expressed satisfaction with the personal involvement of everyone and attributed it to the leader of the discussion. Participants agreed that films are in excellent means of making the "point"

In general it seems that the participants felt:

The skills and techniques gained through the viewing of this film were clearly presented.

The discussions of the film were worthwhile.

This activity is a good approach in achieving professional growth.

Findings are presented in Table 27.

TABLE 27

Summary of the Participants' Attitudes Towards  
the Rewards of Rewarding Session

A. The skills and techniques gained through the viewing of this film was:

Very unclear

Very clear

|   |   |   |   |     |     |     |
|---|---|---|---|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5   | 6   | 7   |
| 0 | 0 | 0 | 0 | 3   | 9   | 5   |
| 0 | 0 | 0 | 0 | 18% | 53% | 29% |

TABLE 27 continued

## B. The discussion held after the film was:

Not worthwhile

Worthwhile

|   |   |    |   |    |     |     |
|---|---|----|---|----|-----|-----|
| 1 | 2 | 3  | 4 | 5  | 6   | 7   |
| 0 | 0 | 1  | 0 | 1  | 8   | 7   |
| 0 | 0 | 6% | 0 | 6% | 47% | 41% |

## C. The participation in viewing this film and having a discussion is a good approach in achieving professional growth was:

Not good

Very good

|   |   |    |    |   |     |     |
|---|---|----|----|---|-----|-----|
| 1 | 2 | 3  | 4  | 5 | 6   | 7   |
| 0 | 0 | 1  | 1  | 0 | 7   | 7   |
| 0 | 0 | 6% | 6% | 0 | 47% | 41% |

Film: Problem-Solving: Some Basic Principles, April 20, 21, 1976

Results. Reactions to the session indicated a positive feeling toward the film and discussion. Indications were that the film was very good and points were brought out in the film that apply to many situations. Participants expressed satisfaction with the rather informal and relaxed atmosphere. The pre - discussion of the film was also highly favorable.

In general, it seems that the participants felt:

The skills and techniques gained through this film were presented clearly.

The discussion held after the film was worthwhile.

The participation in viewing this film and having a discussion is a good approach in achieving professional growth.

Findings are presented in Table 28.

TABLE 28

Summary of Participants' Attitudes Towards  
Problem-Solving: Some Basic Principles Session

## A. The skills and techniques gained through the viewing of this film was:

Very unclear

Very clear

|    |   |   |     |     |     |   |
|----|---|---|-----|-----|-----|---|
| 1  | 2 | 3 | 4   | 5   | 6   | 7 |
| 1  | 0 | 0 | 4   | 12  | 6   | 0 |
| 5% | 0 | 0 | 10% | 21% | 63% | 0 |

TABLE 28 continued

## B. The discussions held after the film was:

| Not worthwhile |     |    |     |    | Worthwhile |     |
|----------------|-----|----|-----|----|------------|-----|
| 1              | 2   | 3  | 4   | 5  | 6          | 7   |
| 0              | 2   | 1  | 3   | 1  | 7          | 5   |
| 0              | 10% | 5% | 16% | 5% | 37%        | 26% |

## C. The participants in viewing this film and having a discussion is a good approach in achieving professional growth:

| Not good |   |    |     |     | Very good |     |
|----------|---|----|-----|-----|-----------|-----|
| 1        | 2 | 3  | 4   | 5   | 6         | 7   |
| 0        | 0 | 1  | 2   | 4   | 10        | 2   |
| 0        | 0 | 5% | 10% | 21% | 53%       | 10% |

A film entitled Problem-Solving: Some Basic Principles was shown April 20, 21, 1976 at the Management Academy. Nineteen DISD Principals attended the session. The discussion leader was Gene Davenport.

The objectives of the film and discussion were to enable the participants: (a) how to define a problem in terms of the present situations, (b) to learn the factors that obscure the real problem, and (c) to learn specific methods for reaching a solution: collecting the alternatives and considering analytical, judicial and creative approaches.

In a two hour session, the participants had a pre - discussion on thoughts and feelings concerning the film, viewed the film and had a post - discussion.

Film: Communicating with a Group, March 29, 1976; April 1976

Results. The majority of the principals emphasized that the nature of the film and information was of value. It was also expressed that this information was readily transferable to an administrative situation.

In general, it seems that the participants felt:

The skills and techniques gained through viewing this film were clearly presented.

The discussions of the film was worthwhile.

This activity is a good approach in achieving professional growth:

Findings are presented in Table 29.

TABLE 29

Summary of Participants' Attitudes Towards  
the Communicating with a Group Session

A. The skills and techniques gained through viewing of this film were:

| Very unclear |   |   |   |     | Very clear |     |
|--------------|---|---|---|-----|------------|-----|
| 1            | 2 | 3 | 4 | 5   | 6          | 7   |
| 0            | 0 | 0 | 0 | 2   | 9          | 2   |
| 0            | 0 | 0 | 0 | 15% | 69%        | 15% |

B. The discussions held after the film were:

| Very worthwhile |   |     |     |     | Worthwhile |   |
|-----------------|---|-----|-----|-----|------------|---|
| 1               | 2 | 3   | 4   | 5   | 6          | 7 |
| 0               | 0 | 2   | 2   | 2   | 7          | 0 |
| 0               | 0 | 15% | 15% | 15% | 54%        | 0 |

C. The participation in viewing this film and having a discussion is a good approach in achieving professional growth:

| Not good |   |    |   |     | Very good |     |
|----------|---|----|---|-----|-----------|-----|
| 1        | 2 | 3  | 4 | 5   | 6         | 7   |
| 0        | 0 | 1  | 0 | 3   | 7         | 2   |
| 0        | 0 | 7% | 0 | 23% | 54%       | 15% |

A film entitled Communicating with a Group was shown March 29 and April 1, 1976 at the Management Academy. Thirteen DISD Principals attended this session. The discussion leader was Gene Davenport, Director, Management Academy.

The objectives of the film and discussion were to enable the participants (a) to recognize the principle difference between communication with a group and communication with an individual; and (b) to learn important techniques for making a presentation clear, interesting and involving.

In a two hour session, the participants had a pre - discussion on thoughts and feelings concerning the film, viewed the film and had a post - discussion.

Film: Writing Letters That Get Results, April 5, 6, 1976

Results. Reactions to the session were quite positive. Participants stated that they experienced in this session useful facts, activities and interesting discussion. It was also stated the information was readily transferable to an administrative situation.

In general, it seems that the participants felt:

The skills and techniques gained through viewing this film were clearly presented.

The discussions of the film were worthwhile.

This activity is a good approach in achieving professional growth.

Findings are presented in Table 30.

TABLE 30

Summary of Participants' Attitudes Towards  
the Writing Letters that Get Results  
Session

A. The skills and techniques gained through the viewing of this film were:

Very unclear

Very clear

|   |   |   |   |     |     |     |
|---|---|---|---|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5   | 6   | 7   |
| 0 | 0 | 0 | 0 | 1   | 4   | 2   |
| 0 | 0 | 0 | 0 | 14% | 57% | 29% |

B. The discussions held concerning the film were:

Very worthwhile

Worthwhile

|   |   |   |     |   |     |     |
|---|---|---|-----|---|-----|-----|
| 1 | 2 | 3 | 4   | 5 | 6   | 7   |
| 0 | 0 | 0 | 1   | 0 | 2   | 5   |
| 0 | 0 | 0 | 12% | 0 | 25% | 63% |



TABLE 30 continued

C. The participation in viewing this film and having a discussion is a good approach in achieving professional growth was:

| Not good |     |   |   |     | Very good |     |
|----------|-----|---|---|-----|-----------|-----|
| 1        | 2   | 3 | 4 | 5   | 6         | 7   |
| 0        | 1   | 0 | 0 | 1   | 3         | 3   |
| 0        | 13% | 0 | 0 | 13% | 37%       | 37% |

A film entitled Writing Letters that Get Results was shown April 5, 6, 1976 at the Management Academy. Eight DISD Principals attended this session. The discussion leader was Gene Davenport, Director of the Management Academy.

The objectives of the film and discussion were to enable the participants (a) to learn the objectives of good letter writing, creating interest, presenting facts and stimulating action; (b) to use concise, familiar language in a friendly, positive tone; (c) to learn the role of human factors in letter writing and (d) to learn how to avoid misunderstandings in business letters.

In a two hour session, the participants had a pre - discussion on views concerning the film, viewed the film and had a post - discussion.

Film: Correct Way of Correcting, April 27, 28, 1976

Results. The post session reactions were very positive. Participants expressed satisfaction with the give and take in the discussion of the film. It was also expressed that this is an excellent approach to "staff development" and this session was very stimulating, informative, and provided for inter-action among the participants.

In general, it seems that the participants felt:

The skills and techniques gained through viewing this film were clearly presented.

The discussions of the film were worthwhile.

The activity is a good approach in achieving professional growth.



Findings are presented in Table 31.

TABLE 31

Summary of Participants' Attitudes Towards  
the Correct Way of Correcting Session

A. The skills and techniques gained through the viewing of this film were:

| Very unclear |   |   |   |   | Very clear |     |
|--------------|---|---|---|---|------------|-----|
| 1            | 2 | 3 | 4 | 5 | 6          | 7   |
| 0            | 0 | 0 | 0 | 0 | 6          | 9   |
| 0            | 0 | 0 | 0 | 0 | 40%        | 60% |

B. The discussions of the film were:

| Not worthwhile |   |   |    |     | Worthwhile |     |
|----------------|---|---|----|-----|------------|-----|
| 1              | 2 | 3 | 4  | 5   | 6          | 7   |
| 0              | 0 | 0 | 1  | 2   | 4          | 8   |
| 0              | 0 | 0 | 7% | 13% | 27%        | 53% |

C. The participation in viewing this film and having a discussion is a good approach in achieving professional growth was:

| Not good |   |   |   |   | Very good |     |
|----------|---|---|---|---|-----------|-----|
| 1        | 2 | 3 | 4 | 5 | 6         | 7   |
| 0        | 0 | 0 | 0 | 0 | 6         | 9   |
| 0        | 0 | 0 | 0 | 0 | 40%       | 60% |

A film entitled the Correct Way of Correcting was shown April 27, 28, 1976 at the Management Academy. Fifteen DISD Principals attended this session. The discussion leader was Gene Davenport, Director, Management Academy.

The objectives of the film and discussion were to teach the participants (a) how to properly correct employee mistakes; (b) new ways to approach employee discipline; and (c) the impact of a supervisor's negative behavior on employee attitude and performance.

In a two hour session, the participants had a pre - discussion on views concerning the film, viewed the film and had a post - discussion.

### Overview of Total Program

Based on the interview of a 10% stratified sample of principals, an attempt was made to bring together relevant generalizations brought out during the interviews.

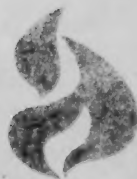
1. The especially facilitative features of the sessions were the location, refreshments, the size of the room, and the availability of the telephones. The inadequate features included restroom facilities, parking and smoking.
2. Most participants indicated that the three hour sessions were not too long and they were able to learn the content of the program. However, a number of the sessions were cut short due to other meetings. Participants expressed disappointment to have principals meeting included in the session.
3. The majority of the principals felt that the afternoon sessions were better because they felt the morning was prime time to be in their schools.
4. The participants felt that the handouts were useful and expectations for future use were emphasized.
5. There were enough materials available to master the contents of the sessions.
6. The majority of the participants did have input as to the decision of the topics for the session.
7. The majority of the participants reported that the sequence of sessions was appropriate and they were very timely.
8. The principals' response was mixed about the resource persons being used properly. It was pointed out by several that using instructors from surrounding universities more than once repeated too much of previous courses and/or knowledge. However, other resource persons were well received and it was noted that they were quite competent, stimulating, and interesting, as well as being well prepared.
9. The majority of the principals felt that the structure and desired outcomes of the sessions met their expectations.
10. All participants felt that the sessions were very well organized.

11. The majority of the principals felt that the sessions were very relevant to their needs, especially the sessions on profiling and shared decision-making.
12. The content was at about the right instructional level reported the majority of the participants.
13. The majority of the participants felt that the sessions were applicable to their immediate situation.
14. The participants felt that the District definitely made an important contribution by sponsoring this type of training for principals and that it was long overdue.

MANAGEMENT ACADEMY

OPTIONAL SESSIONS FOR PRINCIPALS

SPRING 1976



dallas independent school district

Management Academy  
Optional Sessions for Principals  
Spring 1976

Introduction:

In addition to participating in the Management Academy Core Curriculum during the 1975-1976 school year, each principal is expected to choose from a variety of options and participate in 12 hours of professional growth activities. A variety of activities will be scheduled in an effort to meet the individual needs of principals. Activities have been scheduled based on input through a needs assessment in June, 1975, and various interaction sessions since that time. Central staff and building level assistant principals, interns, and resource administrators, will not participate in the optional Academy offerings until the fall of 1976.

It is possible for certain individuals to exempt themselves from participation during the spring of 1976. Please note the following:

- (A) As a result of the Management Academy session on teacher evaluation, eight (8) principals have been selected to participate on a task force to revise the teacher evaluation form. Time spent on this task force will qualify as professional growth time in lieu of the 12 required hours.
- (B) Persons involved in residency study for their doctoral program are not required to participate in the 12 hours of optional sessions. Principals in the following two (2) categories are exempt:
  - 1. Principals enrolled in the Dallas I & II Nova Doctoral Program who have not yet completed their degree.
  - 2. Persons doing a residency (9-12 hours) through a doctoral granting institution while working full time.
- (C) It is anticipated that beginning in the summer of 1976, all DISD administrators will develop a personal professional growth plan. The guidelines for such a plan will be developed during the spring of 1976. Persons selected for a task force to carry out this important effort will not be expected to participate in other optional activities. Volunteers are welcome to inquire about participation on the task force.



### Registration Procedures:

1. Peruse the list of offerings and select 12 hours of activities.
2. Call the Management Academy (526-5920) to register for your selections. Your participation in each session will be confirmed at that time.

Note: Registration Period: January 30 - February 6  
8:00 a.m. - 5:00 p.m.

3. Absence from any session should be reported to the Management Academy. Each Principal has the professional obligation to re-schedule into another session or makeup session which was missed. When possible sessions will be taped for use by persons who are absent.

### Priorities:

Optional offerings in the Management Academy have been scheduled according to the priorities determined by the needs assessment in June, 1975. Categories are as follows:

| <u>Rank</u> | <u>Leadership Dimension</u>                            |
|-------------|--------------------------------------------------------|
| 1.5         | INSTRUCTION: Student/Teacher Performance               |
| 1.5         | INSTRUCTION: Curriculum/Instruction                    |
| 3           | COMMUNICATIONS: Oral Communication Skills              |
| 4           | PROBLEM SOLVING: Political Analysis                    |
| 5           | MANAGEMENT AND ORGANIZATION: Planning and Organization |
| 6           | MANAGEMENT AND ORGANIZATION: Management and Delegation |
| 7           | PROBLEM SOLVING: Problem Analysis                      |
| 8-14        | OTHERS: (Note: #11 - Written Communications)           |

### Schedule:

Sessions have been scheduled at various times using a variety of approaches. The following activities have been scheduled:

- A. Films and Discussion (led by Principals)
- B. Swap Shops (led by Principals)



C. Seminars (led by outside consultants and district resource persons)

D. Task force involvement

Please note carefully the dates and times of each scheduled activity prior to confirming your schedule at the Management Academy.

Leadership:

Leadership for films and swap shops will be provided by Principals. Professional growth credit will be awarded for this leadership function. At the core session on February 28-29, principals will have the opportunity to express interest in such a leadership role.

Advisory Committee:

A committee consisting of representatives from the DSAA Leadership Council has been appointed to serve in an advisory capacity for programs offered in the Management Academy. Members of the committee are as follows:

Bob Brown, Director  
Elementary Area IV

Louis Bledsoe, Dean-Instruction  
F. D. Roosevelt High School

John Ligon, Principal  
Seagoville High School

Clifton M. Julian, Principal  
L. L. Hotchkiss

John O'Glee, Principal  
J. B. Hood Junior High School

Nan Kurtz, Resource Administrator  
G. P. Allen Elementary School

Ruby Abel, Principal  
F. C. Harris Elementary School

Priority 1: Instruction

Title: Seminar - "Profiling as an Aid for Planning Instructional Improvement"

Synopsis: This session will be an extension of the profiling information presented at the Management Academy during December, 1975. The December profiling core session presented graphing techniques for examining general trends in mathematics and reading. The proposed session will use available standardized test data to extend profiling in attempts to identify and consider specific strengths and weaknesses within each participating school's instructional program. Available standardized test data for each participating school will be used to develop profiles of test objectives for reading, mathematics, and other areas if desired. Specific sessions will include an overview of a campus level planning model, a detailed look at using quantitative data for profiling and objective needs assessment, and a presentation relating the use of profiling and planning to a campus.

Expected Outcomes:

- . Awareness of needs and uses for profiling and planning activities at the local campus.
- . Awareness of possible approaches to campus level planning.
- . Graph available standardized test data and use profiles to identify possible strengths and weaknesses for instructional programs of participating schools.
- . Use subjective information as an aid in determining needs peculiar to local campus.

Instructors: Robert P. Grobe & Thomas C. Holland

Guest Speakers: William T. Denton & G. Tom Kelly

Maximum Size: 20

Time/Date: February 19, 1976 - 2:00-4:00 p.m.  
 March 4, 1976 - 3:00-5:00 p.m.  
 March 18, 1976 - 3:00-5:00 p.m.  
 April 1, 1976 - 2:00-4:00 p.m.

Credit: 8 hours

Location: Management Academy

Priority 1: Instruction

Title: Seminar - "Bilingual Education: Focusing on the Role of the Principal"

Synopsis: The Center for the Management of Innovation in Multicultural Education (M.I.M.E.) is one of nine regional technical assistance centers established as a result of the Lau v. Nichols Supreme Court decision concerning bilingual education for children of limited English-speaking ability. Serving school districts in Texas, Louisiana, and Arkansas, the Center provides a variety of consultant-based services for enhancing the implementation of successful bilingual education programs.

The Center has been working with Dallas I.S.D. officials in putting together an innovative workshop relevant to the current needs, concerns, and problems of the principal implementing a bilingual education program. Results from a series of interviews and questionnaires will be utilized for determining specific content areas to be covered at the workshop.

Expected Outcomes: To provide Dallas I.S.D. principals currently implementing bilingual education programs an opportunity to:

- . focus on current needs, concerns and problems of the principal, and
- . gain relevant information, experienced insights and ideas for successful approaches through innovative workshop presentations, group discussions and input from a variety of bilingual education consultants.

Instructors: M.I.M.E. Staff and D.I.S.D. Personnel

Maximum Size: Principals of bilingual schools are expected to participate in this session.

Time/Date: March 30, 1976 - 1:00-4:00 p.m.  
March 31, 1976 - 9:00 a.m. - 12.00 noon

Credit: 6 hours

Location: Management Academy

Priority 1: Instruction

Title: Seminar - "Dallas Urban Education (DUE) Experiences"

Synopsis: Title I Elementary Principals may participate to some extent with their teachers in the DUE activities at the Dunbar Teacher Education Center. A maximum of six (6) hours of involvement may be opted. Details of these sessions scheduled for March 29 - April 2 will be forthcoming.

Expected Outcomes:

- . Principals will benefit from an extensive program in cross-cultural experiences.
- . Principals will learn along with their teachers techniques for self-renewal, receptivity to change, and improved human relationships.

Instructors: Dunbar Teacher Education Center Staff

Maximum Size: N/A

Time/Date: March 29 - April 2 (Time to be determined on an individual basis)

Credit: Maximum of 6 hours

Location: Dunbar Teacher Education Center

Priority 1: Instruction

Title: Seminar - "Principals of Reading"

Synopsis: A planning conference, geared to elementary and middle school principals, concerning the basics for instructional leadership of the reading program.

The Instructional Services Department of Education Service Center, Region 10 would like to provide sessions in equipping principals to handle the leadership tasks required by all effective reading programs. Accordingly we need your input on the needs, frustrations, and rewards you perceive of this role. Dr. C. G. Gray, Associate Director, Education Service Center, Region 10 will conduct this session with presentations from Region 10 principals deeply involved with innovative reading programs.

Instructors: Dr. C. G. Gray, Associate Director, ESC, Region 10

Maximum Size: Unlimited

Time/Date: Tuesday, February 17, 1976  
10:00 a.m. - 12:00 noon

Credit: 2 hours

Location: Auditorium - Education Service Center, Region 10  
Spring Valley and Abrams Road  
Richardson, Texas



Priority 1: Instruction

Title: Seminar - " Interviewing Prospective Teachers"

Synopsis: Prior to the teacher interview sessions scheduled at Skyline Center on March 20, Mr. John Santillo will conduct a session for persons interested in gaining skills in the interview process.

Expected Outcomes: Participants will gain knowledge in:

- . Techniques of asking questions
- . Establishing a rapport with the interviewee
- . Tips for listening to the interviewee

Instructor: John Santillo

Maximum Size: 60

Time/Date: Thursday, March 18, 1976 - 3:00-5:00 p.m.

Credit: 2 hours

Location: Management Academy



Priority 1: Instruction

Title: Swap Shop - "Techniques of Instructional Leadership"

Expected Outcomes: In a two (2) hour session, each participant will share and exchange ideas on:

- . Building the total learning environment to provide an optimum teaching/learning situation.
- . Gaining knowledge of curriculum and overall instructional program.
- . Effectiveness in planning and executing the curriculum.

Discussion Leader: To be determined

Maximum Size: 15 per section

Time/Date: Section A: 2:00-4:00 p.m. - February 16, 1976  
(Elementary) 8:30-10:30 a.m. - February 24, 1976

Section B: 9:00-11:00 a.m. - February 23, 1976  
(Secondary) 3:00-5:00 p.m. - March 1, 1976

Credit: 4 hours

Location: Management Academy

Priority 1: Instruction

Title: Swap Shop - "Teacher Evaluation"

Expected Outcomes: In a two (2) hour session, each participant will share and exchange:

- . Methods and techniques of evaluating personnel
- . Means used to assure due process

Discussion Leader: To be determined

Maximum Size: 15 per section

Time/Dates: Section A: 8:30-10:30 a.m. - March 8, 1976  
Section B: 3:00-5:00 p.m. - March 15, 1976

Credit: 2 hours

Location: Management Academy

Priority 1: Instruction

Title: Swap Shop - "Concepts of Discipline"

Expected Outcomes: In a three (3) hour session, each participant will share and exchange ideas on:

- . Techniques of maintaining discipline
- . Creating the climate for discipline
- . Encouraging self-discipline

Discussion Leader: To be determined

Maximum Size: 15 per section

Time/Dates: Section A: 8:30-11:30 a.m. - March 29, 1976  
Section B: 2:00-5:00 p.m. - March 31, 1976

Credit: 3 hours

Location: Management Academy

Priority 3: Communications Skills

Title: Seminar - "Workshop In Speaking Dynamics"

Expected Outcomes: In an all day session, each participant will learn:

- . How to build a climate of speaking success.
- . How to organize ideas for yourself and others.
- . The basics of dynamic speaking.
- . How to convert nervousness to confidence.
- . How to translate speaking potential into effective results.
- . The values and uses of brainstorming.
- . The four purposes of speaking.
- . How to be a successful toastmaster.
- . The art of responsive listening.
- . How to set long range speaking goals and how to achieve them.

Instructor: Albert E. Holliday, Director  
Educational Communication Center  
Camp Hill, PA

Maximum Size: 18 per section

Time/Dates: Section A: 8:30 a.m. - 4:30 p.m. - March 24, 1976  
Section B: 8:30 a.m. - 4:30 p.m. - March 25, 1976

Credit: 8 hours

Location: Management Academy

Priority 3: Communication Skills

Title: Film - "Communicating With A Group"

Synopsis: While carefully illustrating the skills and techniques required for an effective presentation, the film shows a good trainer handling many of the problems faced by anyone engaged in group communications. Problems like non-participation and heckling and improved ways for handing out and collecting aids.

Expected Outcomes: In a two (2) hour session, each participant will learn:

- . To recognize the principle difference between communication with a group and communication with an individual.
- . Important techniques for making a presentation clear, interesting and involving.

Discussion Leader: To be determined

Maximum Size: 20 per section

Time/Dates: Section A: 2:00-4:00 p.m. - March 29, 1976  
Section B: 12:00-2:00 p.m. - April 1, 1976

Credit: 2 hours

Location: Management Academy

Priority 11: Communication Skills

Title: Film - "Writing Letters That Get Results"

Synopsis: Waldo J. Marra, nationally known communications consultant discusses and personally illustrates the principles and techniques required to write letters that achieve results. He also encourages viewers to adapt a "you" attitude in their approach to communicating through business letters suggesting that we seek to express our ideas clearly rather than to impress our reader.

Expected Outcomes: In a two (2) hour session, each participant will learn:

- . Objectives of good letter writing: creating interest, presenting facts and stimulating action.
- . To use concise, familiar language in a friendly, positive tone.
- . The role of human factors in letter writing.
- . How to avoid misunderstandings in business letters.

Discussion Leader: To be determined

Maximum Size: 20 per section

Time/Dates: Section A: 3:00-5:00 p.m. - April 5, 1976  
Section B: 1:00-3:00 p.m. - April 6, 1976

Credit: 2 hours

Location: Management Academy



Priority 4: Problem Solving

Title: Seminar - "Political Analysis in Education"

Expected Outcomes: Participants will gain knowledge about:

- . How to perceive critical features of the environment (such as the power structure).
- . Becoming aware of constraints on ability to function.
- . Formulating alternatives for action and bases for compromise that reflect realistic expectations.
- . Methods of conflict resolution.

Instructor: Dr. John Thompson, Professor  
Department of Political Science  
North Texas State University

Maximum Size: 25 per section

Time/Dates: Section A: 9:00 a.m. - 4:00 p.m. - March 22, 1976  
Section B: 9:00 a.m. - 4:00 p.m. - March 23, 1976

Credit: 6 hours

Location: Management Academy

Priority 4: Problem Solving

Title: Swap Shop - "Community Involvement"

Expected Outcomes: In a two (2) hour session, each participant will share and exchange:

- . How to become familiar with the community.
- . How to gain insights about relationships in the community.
- . How to become familiar with and be able to use methods of dealing with value conflicts.
- . How to meet the relational needs of the community.

Discussion Leader: To be determined

Maximum Size: 15 per section

Time/Dates: Section A: 8:30-11:30 a.m. - March 30, 1976  
Section B: 8:30-11:30 a.m. - April 1, 1976

Credit: 3 hours

Location: Management Academy

Priority 7: Problem Solving

Title: Film - "Problem Solving: Some Basic Principales"

Synopsis: Humorous vignettes are used to focus on the points necessary in developing reliable methods of data collection and problem-solving. Problems are all around us and there are few managers who will not gain by applying the points established in the film.

Expected Outcomes: In a two (2) hour session, each participant will learn:

- . How to define a problem in terms of the present situation.
- . Factors that can obscure the real problem.
- . Specific methods for reaching a solution: collecting the alternatives and considering analytical, judicial and creative thought approaches.

Discussion Leader: To be determined

Maximum Size: 20 per section

Time/Dates: Section A: 8:00-10:00 a.m. - April 20, 1976  
Section B: 3:00-5:00 p.m. - April 21, 1976

Credit: 2 hours

Location: Management Academy

Priority 6: Management and Organization

Title: Seminar - "Communications and Human Relationship Skills for Administrators"

Synopsis: This session is a workshop carefully designed to combine insights about human relationships with the communications skills needed to improve them (a detailed outline of the program is available at the Management Academy).

Expected Outcomes:

- . Each participant will be able to improve his/her productivity by gaining both insights about relationships and the skills needed to improve them.
- . Each participant will become familiar with and be able to use the skill of listening to help students, parents, teachers, and others solve their problems.
- . Each participant will learn the importance of being assertive and will learn the skill of sending confrontation and assertion messages to other persons.
- . Each participant will become familiar with and be able to use the skills of shared-power, "win-win" conflict-resolution.
- . Participants will learn a contracting skill that can be used for goal-setting and problem-solving.
- . Each participant will become familiar with and be able to use methods of dealing with value conflicts.
- . Each participant will be able to use these communication skills to foster a climate of inquiry and exploration, to facilitate learning by students and teachers, and to meet the relational needs of teachers.

Instructor: Russ Moxley, Management Consultant and Trainer  
Dallas, Texas

Maximum Size: 30

Time/Dates: February 9, 1976 - 1:00-5:00 p.m.  
February 16, 1976 - 8:00 a.m. - 12:00 noon  
February 23, 1976 - 1:00-5:00 p.m.  
March 1, 1976 - 8:00 a.m. - 12:00 noon  
March 8, 1976 - 1:00-5:00 p.m.  
March 15, 1976 - 8:00 a.m. - 12:00 noon

Credit: 24 hours

Location: Management Academy

Priority 5: Management and Organization

Title: Seminar - "Time Management"

Synopsis: Participants will become involved in a self analysis of how time is spent. An attempt will be made to identify time wasters and more effectively use the time available in a given period of time.

Expected Outcomes: Participants will:

- . Identify the time wasters in their weekly schedule.
- . Share ideas on how to eliminate such time wasters.
- . Learn techniques for better managing one's time.

Instructor: To be determined

Maximum Size: 25

Time/Date: April 5, 1976 - 9:00 a.m. - 12:00 noon

Credit: 3 hours

Location: Management Academy



Priority 6: Management and Organization

Title: Film - "The Discipline Interview" (of personnel)

Synopsis: A badly handled discipline interview fraught with distractions, poor preparation and personality conflicts, ends in the employee resigning. What went wrong? The supervisor finds out at his own interview that he should have planned, gathered all the facts, set aside uninterrupted time and reprimanded, not humiliated the interviewee.

Expected Outcomes: In a two (2) hour session, each participant will learn:

- . How to properly plan a discipline interview.
- . How to adapt the interview to the background of the person being interviewed.
- . Correct procedures for conducting a discipline interview.

Discussion Leader: To be determined

Maximum Size: 20 per section

Time/Dates: Section A: 3:00-5:00 p.m. - April 20, 1976  
Section B: 8:00-10:00 a.m. - April 21, 1976

Credit: 2 hours

Location: Management Academy



Priority 6: Management and Organization

Title: Film - "The Correct Way of Correcting"

Synopsis: Removed from traditional office surroundings in a Western setting, this film shows a ranch cook, seasoned by experience in many different jobs, encouraging the foreman and lady ranch owner to take a new and effective approach to correcting the mistakes of the ranch hands. His suggestions open the way for improved performance, a review of old procedures and better morale. Open end questions at the close of the film help create involvement.

Expected Outcomes: In a two (2) hour session, each participant will learn:

- . How to properly correct employee mistakes.
- . New ways to approach employee discipline.
- . The impact of a supervisor's negative behavior on employee attitude and performance.

Discussion Leader: To be determined

Maximum Size: 20 per section

Time/Dates: Section A: 8:00-10:00 a.m. - April 27, 1976  
Section B: 3:00-5:00 p.m. - April 28, 1976

Credit: 2 hours

Location: Management Academy

Priority 6: Management and Organization

Title: Film - "The Rewards of Rewarding"

Synopsis: A unique Western setting provides a refreshing change of pace for this film on behavior modification. The ranch cook, with the benefit of years of experience in many work situations, encourages the foreman and female ranch owner to give praise and approval when their men have performed well. Optional open-ended questions at the close of the film stimulate participation.

Expected Outcomes: In a two (2) hour session, each participant will learn:

- . The importance of giving recognition and reward for good employee performance.
- . A practical down-to-earth explanation of such modern psychological concepts as stimulus, response, feedback and reinforcement.
- . How to properly extend recognition to deserving employees.

Discussion Leader: To be determined

Maximum Size: 20 per section

Time/Dates: Section A: 3:00-5:00 p.m. - April 27, 1976  
Section B: 8:00-10:00 a.m. - April 28, 1976

Credit: 2 hours

Location: Management Academy

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority:          | All: 1-7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Title:             | Collegial Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Synopsis:          | <p>A collegial team is a group of school administrators interested in their professional growth or renewal. They are professional colleagues, committed to provide each other with support in the development and implementation of school improvement projects. In many cases the collegial team may be composed of several people, each of whom has a project, so that reciprocal support is provided. The size of the group may be anywhere from three to twelve. Additional information is available at the Management Academy.</p> |
| Expected Outcomes: | <p>Each participant will:</p> <ul style="list-style-type: none"><li>. Design a plan of personal and professional self-renewal and growth.</li><li>. Share the plan with a team of colleagues.</li><li>. Go through learning and sharing experiences with the team on a regular committed basis.</li><li>. Obtain meaningful feedback and help from the collegial team.</li><li>. Use the team to assist in revising personal and professional goals for future growth.</li></ul>                                                        |
| Instructors:       | Evolves from within the team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Maximum Size:      | 12 per team (several teams are possible based on demand and need)                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Time/Date:         | Initial session - February 24, 1976 - 3:00-5:00 p.m. (others to be determined)                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Credit:            | 12 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Location:          | Management Academy (initial session; others may be scheduled according to needs of group)                                                                                                                                                                                                                                                                                                                                                                                                                                               |

APPENDIX BB  
Dallas Independent School District  
Management Academy  
Optional Sessions For Principals  
Spring 1976

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Registration Results

| Priority | Title                | Date or Time                                                           | Credits                                                | No.<br>Involved        |
|----------|----------------------|------------------------------------------------------------------------|--------------------------------------------------------|------------------------|
| 1        | Instruction          | Evaluation Task Force                                                  | Spring                                                 | 8 hrs. 8               |
|          | N/A                  | Nova Doctoral Students                                                 | Spring                                                 | Exempt 21              |
|          | N/A                  | Doctoral Residence Students                                            | Spring                                                 | Exempt 2               |
| 1        | Instruction          | Seminar - "Profiling as an Aid for Planning Instructional Improvement" | Feb.19,<br>Mar.4,<br>Mar.18,<br>April 1                | 8 hrs. 25              |
| 1        | Instruction          | Seminar - "Bilingual Ed: Focusing on the Role of the Principal"        | Mar.30-31                                              | 6 hrs. 27              |
| 1        | Instruction          | Seminar - "Dallas Urban Education (DUE) Experiences"                   | Mar.29-<br>April 2                                     | 6 hrs. 6               |
| 1        | Instruction          | Seminar - "Principals of Reading"                                      | Feb. 17                                                | 2 hrs. 37              |
| 1        | Instruction          | Seminar - "Interviewing Prospective Teachers"                          | March 18                                               | 2 hrs. 55              |
| 1        | Instruction          | Swap Shop - "Techniques of Instructional Leadership"                   | Feb.16-<br>Feb. 24 (Elem)<br>Feb.23-<br>March 1 (Sec.) | 4 hrs. 15<br>4 hrs. 8  |
| 1        | Instruction          | Swap Shop - "Teacher Evaluation"                                       | Mar.8 (Sec. A)<br>Mar.15 (Sec.B)                       | 2 hrs. 21<br>2 hrs. 9  |
| 1        | Instruction          | Swap Shop - "Concepts of Discipline"                                   | Mar.29 (Sec.A)<br>Mar.31 (Sec.B)                       | 3 hrs. 20<br>3 hrs. 17 |
| 3        | Communication Skills | Seminar - "Workshop In Speaking Dynamics"                              | Mar.24 (Sec.A)<br>Mar.25 (Sec.B)                       | 8 hrs. 20<br>8 hrs. 18 |
| 3        | Communication Skills | Film - "Communicating With A Group"                                    | Mar.29 (Sec.A)<br>April 1 (Sec.B)                      | 2 hrs. 15<br>2 hrs. 14 |
| 11       | Communication Skills | Film - "Writing Letters That Get Results"                              | Apr. 5 (Sec.A)<br>Apr. 6 (Sec.B)                       | 2 hrs. 3<br>2 hrs. 11  |
| 4        | Problem Solving      | Seminar - "Political Analysis in Education"                            | Mar.22 (Sec.A)<br>Mar.23 (Sec.B)                       | 6 hrs. 22<br>6 hrs. 21 |

## APPENDIX BB (continued)

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| Priority                        | Title                                                                       | Date or Time                              | Credit           | No.<br>Involved |
|---------------------------------|-----------------------------------------------------------------------------|-------------------------------------------|------------------|-----------------|
| 4 - Problem Solving             | Swap Shop - "Community Involvement"                                         | Mar.30 (Sec.A)<br>Apr.1 (Sec.B)           | 3 hrs.<br>3 hrs. | 4<br>0          |
| 7 - Problem Solving             | Film - "Problem Solving: Some Basic Principles"                             | Apr.20 (Sec.A)<br>Apr.21 (Sec.B)          | 2 hrs.<br>2 hrs. | 15<br>3         |
| 6 - Management and Organization | Seminar - "Communications and Human Relationship Skills for Administrators" | Feb. 16, 23,<br>Mar. 1, 8, 15,<br>Mar. 29 | 24 hrs.          | 23              |
| 5 - Management and Organization | Seminar - "Time Management"                                                 | April 5                                   | 3 hrs.           | 23              |
| 6 - Management and Organization | Film - "The Discipline Interview" (of personnel)                            | Apr.20 (Sec.A)<br>Apr.21 (Sec.B)          | 2 hrs.<br>2 hrs. | 9<br>12         |
| 6 - Management and Organization | Film - "The Correct Way of Correcting"                                      | Apr.27 (Sec.A)<br>Apr.28 (Sec.B)          | 2 hrs.<br>2 hrs. | 15<br>3         |
| 6 - Management and Organization | Film - "The Rewards of Rewarding"                                           | Apr.27 (Sec.A)<br>Apr.28 (Sec.B)          | 2 hrs.<br>2 hrs. | 4<br>14         |
| 1 -                             | Collegial Team                                                              | Feb. 24                                   | 12 hrs.          | 0               |



DALLAS INDEPENDENT SCHOOL DISTRICT  
Management Academy

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## February Schedule\*

for

Assistant Principals, Resource Administrators,  
Interns, and Deans of Instruction

Tuesday, February 10, 9:00-12:00  
Elementary Assistant Principals,  
Resource Administrators and Interns

Tuesday, February 10, 1:00-4:00  
Deans of Instruction (who are  
not principals)

| <u>High School</u>  | <u>Wednesday, February 11</u> |                  | <u>Junior High</u> | <u>Wednesday, February 11</u> |                  |
|---------------------|-------------------------------|------------------|--------------------|-------------------------------|------------------|
|                     | <u>9:00-12:00</u>             | <u>1:00-4:00</u> |                    | <u>9:00-12:00</u>             | <u>1:00-4:00</u> |
| B. Adams            | 2                             | 1                | Atwell             | 1                             | 0                |
| Adamson             | 0                             | 1                | Browne             | 1                             | 1                |
| Carter              | 1                             | 1                | Cary               | 0                             | 1                |
| Hillcrest           | 2                             | 1                | Comstock           | 1                             | 0                |
| Jefferson           | 1                             | 1                | Edison             | 0                             | 1                |
| Kimball             | 1                             | 1                | Florence           | 1                             | 1                |
| Lincoln             | 1                             | 2                | Franklin           | 1                             | 1                |
| Metro               | 2                             | 2                | Gaston             | 1                             | 0                |
| N. Dallas           | 1                             | 0                | Greiner            | 0                             | 1                |
| N. D. Career Center | 0                             | 1                | Hill               | 1                             | 0                |
| Pinkston            | 2                             | 1                | Holmes             | 2                             | 1                |
| Roosevelt           | 1                             | 0                | Hood               | 1                             | 1                |
| Samuell             | 1                             | 1                | Hulcy              | 1                             | 1                |
| Seagoville          | 1                             | 1                | Long               | 0                             | 1                |
| Skyline             | 2                             | 1                | Marsh              | 1                             | 0                |
| South Oak Cliff     | 1                             | 2                | Rusk               | 0                             | 1                |
| Spruce              | 1                             | 1                | Rylie              | 0                             | 0                |
| Sunset              | 1                             | 1                | Sequoyah           | 1                             | 0                |
| White               | 1                             | 1                | Spence             | 1                             | 1                |
| Wilson              | 0                             | 1                | Stockard           | 0                             | 1                |
|                     |                               |                  | Storey             | 1                             | 1                |
|                     |                               |                  | Walker             | 0                             | 1                |
|                     |                               |                  | Zumwalt            | 1                             | 1                |

This same schedule will be used for sessions on March 10-11, and April 7-8. Principals should see that all assistant personnel in their buildings receive this communication.

The sessions have been planned such that at no time will all the assistants be absent from a given building.

Any questions should be directed to Gene E. Davenport, 526-5920.





dallas independent school district

Nolan Estes  
General Superintendent

Management Academy  
Secondary Assistant Principals,  
Resource Administrators and Interns  
February 11, 1976  
9:00 a.m.-12:00 Noon & 1:00 p.m.-4:00 p.m.

A G E N D A

- |                          |                   |
|--------------------------|-------------------|
| A. Introduction          | Dr. Joe Pitts     |
| B. Sharing of Strategies | Gene E. Davenport |
| C. Break                 |                   |
| D. Discipline in DISD    | Dr. George Reid   |
| 1. Panel                 |                   |
| 2. Discussion of Data    |                   |
| 3. Group Discussion      |                   |
| 4. Group Reports         |                   |
| E. Evaluation            | Sheila Wheeler    |
| F. Wrap-up               | Gene E. Davenport |

MANAGEMENT ACADEMY SESSION WITH  
ASSISTANT PRINCIPALS, INTERNS,  
RESOURCE ADMINISTRATORS AND DEANS OF INSTRUCTION

## DESCRIPTION AND PURPOSE

A one day workshop was held January 20, 1976 at the Management Academy for all assistant principals, interns, resource administrators and deans of instruction. The participants attended the workshop with representatives from all levels--elementary, junior high and high school--in each of two sessions. The first session was 9-12 p.m. and the second session 1-4 p.m.

Altogether, approximately 120 persons attended the sessions (including persons from the Central Staff and other visitors from the District).

The sessions were led by the General Superintendent, Dr. Nolan Estes.

The purpose of the sessions was to focus on developing strategies to solve identified concerns, problems, needs and issues.

## Methodology

The participants were divided into groups of five or more to discuss problems in each of the schools. The groups had to report to the Superintendent the problems ranked according to priority. This stirred much discussion among the groups, exchanging ideas and sharing problems. After the problems were ranked, the groups were asked to find ways a principal might solve these problems.

The major problems for the first session were:

1. Authority
2. Participation of minorities/students
3. Obtaining scholastic achievement
4. Develop understanding of students by teachers
5. Knowledge of practices of others
6. Management of time

7. Supervision of teachers
8. Maintaining discipline
9. Coordinating new programs
10. Involving the community
11. Time for extra-curricular activities
12. Lack of training and experience of teachers
13. Communication with teachers
14. Teachers maintaining the status quo; teacher apathy

Priorities - Problems

1. Management of time
2. Maintaining discipline
3. Authority
4. Develop humanization of teachers

Ways the principal can help solve these problems:

1. Management of time
  - A. Know the strengths of your team
  - B. Delegate authority with support
  - C. Make instructional supervision a high priority
  - D. Better scheduling of administrative time
  - E. Communicate with team
  - F. Orientation of discipline
2. Maintaining discipline
  - A. Establish workshop for teachers on classroom management
  - B. More support from principals along with a standard set of rules
  - C. Orientation of students
  - D. Demand accountability of teachers

3. Authority

- A. Public declaration
- B. Involve assistant principals in the decision-making process
- C. Delegate specific obligations
- D. Principal sharing the responsibilities
- E. Principal following thru with responsibilities
- F. Everyone accepting responsibilities

4. Humanization of teachers

- A. Be an example and set the tone
- B. Have available time and relate "skin on skin"
- C. Be honest
- D. Obtain input from all sources
- E. Utilize counselors
- F. Conduct workshops on human growth and relations
- G. Encourage teacher/administrative interaction

Suggestions for topics of next session

- 1. Success stories
- 2. Focusing on time management
- 3. Legal responsibilities
- 4. Ways to improve teacher attitude
- 5. Discipline
- 6. Activities for staff development

The major problems for the second session were:

- 1. Time management
- 2. Data processing
- 3. Lack of alternative programs

4. Difference in expectations of teachers, students and parents
5. Student attitude
6. Teacher attitude
7. Teacher competency
8. School/community communications
9. Understanding role of assistant principals
10. Maintaining control (discipline)
11. Student and teacher attendance
12. Vacancies

Priorities - Problems

1. Time management
2. School/community communications
3. Maintaining control (discipline)
4. Alternative program
5. Teacher competency

Ways the principal can help solve these problems:

1. Time management
  - A. Provide more alternative programs within the schools
  - B. More written communication between teams
  - C. Limit schedule activities
  - D. Equally share responsibilities
  - E. Effective communication
2. School/community communications
  - A. Organize communication team
  - B. Assist in communicating school profile
  - C. Public relations
  - D. Regular briefing with team



- E. Initiate more contact with the media and parents
- F. Be available to all groups

3. Maintaining control (discipline)

- A. Set-up guidelines and communicate them
- B. Encourage teachers to become more involved
- C. Insure good classroom management
- D. Set-up staff development programs in the building
- E. Home visits
- F. Support assistant principals

4. Alternative programs

- A. More creative courses
- B. More help from central office
- C. More competent teachers
- D. More flexible schedules (time and curriculum)
- E. Better coordination between, within and among existing programs
- F. Teacher empathy
- G. Enrollment practices
- H. Determine the worth of programs

5. Teacher competency

- A. More communication between principals and teachers
- B. Principal visiting classrooms
- C. Closer teacher supervision
- D. Rating
- E. Transferring
- F. Evaluation procedures
- G. Due process
- H. Teacher review
- I. Team approach to evaluation
- J. Review of hiring practices and assignments

Ways the Superintendent can help solve these problems:

1. Time management
  - A. Establish job descriptions
  - B. Develop training program
  - C. Work with staff cluster
2. School/community communications
  - A. Establish central area to eliminate buck passing
  - B. Communicate promotional opportunities
3. Maintaining control (discipline)
  - A. Third party hearings for each cluster
  - B. Provide alternative schools for grades 4-7
  - C. Provide staff development programs on discipline
4. Alternative programs
  - A. Provide good lead teacher
  - B. Provide facilities and equipment
5. Teacher competency
  - A. Strategy for hiring slots
  - B. Improve due process
  - C. Have review team early

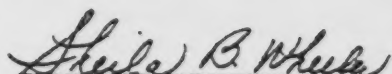
Evaluation

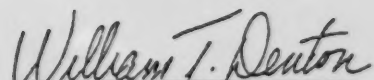
At the end of the sessions an evaluation sheet was passed out and returned before the participants left. A summary of the evaluation is included.

The overtones of the sessions were that they were valuable and long overdue. Assistants at the building level appear ready to become deeper involved in professional growth activities.

EVALUATION OF CORE CURRICULUM  
FOR ASSISTANT PERSONNEL  
OF DISD

Sheila B. Wheeler  
Assistant Evaluator

  
Sheila B. Wheeler  
Assistant Evaluator

  
William T. Denton  
Director-Developmental-  
Project Evaluation

February, 1976  
Dallas, Texas

### Objectives and Description

A two day session was held February 10-11, 1976 at the Management Academy for the Assistant Principals, Resource Administrators, Deans of Instruction and Interns. The purposes were to share successful strategies and practices in the areas of (a) operational procedures; (b) human relations; and (c) programs and instruction. In addition time was spent on a discussion of discipline in the schools. The assistant personnel attended the sessions according to building levels.

Each day was divided into two (2) three (3) hour sessions. Approximately 80 persons attended the sessions. The elementary level session was led by Mr. Otto Fridia and the secondary level session was led by Dr. George Reid.

### Methodology

The first hour consisted of the sharing of successful strategies. The participants were divided into small groups. The groups discussed the topics and reported to the entire group. The following is a composite of the entire group.

### Sharing of Successful Strategies

#### I. Operational Procedures

- A. Interns have one floor each, job is to see that the floor is properly handled. Counselors work with teachers on classroom management.
- B. Keep card file on children sent in for discipline problems.
- C. Have special class each morning with students that have chronic disciplinary problems - usually work with grades 3-6. The purpose of the classes is to improve the attitude of the children.
- D. Staff meeting every Monday 6:30 am.
- E. "Touch-base" sessions of administrative team everyday.

- F. Prep Committee - committee of teachers to help establish procedures, get feedback, etc.
- E. Teacher aides assigned to lunchroom responsibilities. Four aides assigned to each lunch period, accompanying the students outside.
- H. Grade Chairperson, charged with responsibility of: Placing new students in class sections textbook arrangements, weekly meetings, budget responsibilities - distribution of supplies

## II. Human Relations

- A. Early fall program:
  - Faculty introductions
  - Pleas for parent's help
  - Projection of school's goals
- B. Letter to parents informing them that their children are doing well in school.
- C. List of school activities put in the community.
- D. Establishment of leadership class - nucleus of student council work on school and community projects.
- E. Student visitations to community, business establishment.
- F. Peer counseling
- G. Rally for student involvement in all activities.
- H. Establish scholarship funds.
- I. Faculty basketball games.

### Elementary Group

The second hour of the elementary level session, Mr. Otto Fridia led a discussion on discipline. He stated some of the general problems in the area of discipline. He selected six participants to serve on a panel and they addressed themselves to the following problems: (1) returning routine discipline to the teacher, (2) dealing with the authorities, (3) inconsistencies in administering discipline, (4) attitudes and behavior of elementary students, (5) student interruption and disruption, (6) alternative programs for elementary schools. The panel concluded that problems arise with discipline because:

- 1. lack of communication between parent and school
- 2. environmental factors

3. self-identity
4. feeling of success and belonging
5. discipline attitude depends on climate of school

Mr. Fridia presented three charts showing disciplinary actions taken against students according to categories. The categories were:

- I. Corporal Punishment
- II. Suspension three days or less
- III. Suspension three days or more
- IV. Third-Party Hearings

The first chart was a Comparison report by Disciplinary Category; (2) Area Comparison reported incidents; (3) reported disciplinary actions. There were several conclusions drawn: (1) attitudinal factors played a role in teacher action towards the students, (2) more action taken against Mexican-American students and (3) black female trends were higher than last year.

Groups were asked to give alternatives to deal with disciplinary problems. They were reported as following:

#### Group 1

1. Let child explain incident
2. Keep records on problem children
3. Help teacher use other resources
4. Parent-teacher conferences
5. Work on community relations
6. Teacher orientation on discipline

#### Group 2

1. Let fighters talk over the problem
2. Contact parent after first offense not waiting until later



3. Involvement in community relations
4. Let child cool off before disciplinary
5. Faculty agrees on what discipline measures to be taken

Group 3

1. Cultural awareness for personnel
2. Increase Mexican-American in Area I
3. Group counsel with students
4. Counselors for elementary schools
5. Give problem students responsibilities

Secondary Group

The secondary level sessions were led by Dr. George Reid. He used the same format as used for the elementary level. The panel he selected used the same general problems in dealing with discipline. That panel concluded that problems arise because students are: (1) seeking attention, (2) seeking power, (3) revenge) and (4) inadequacies

Again the groups were asked to give alternatives to deal with disciplinary problems. They were reported as following:

Group 1

1. Teacher improvement in setting classroom management
2. Workshop on discipline problems
3. Communicate with teacher about discipline problems

Group 2

1. Up date burglar alarm system
2. Reduce the size of the school
3. Teacher involvement with student activities

### Group 3

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1. Lower compulsory school age to fifteen
2. More area alternative schools
3. Gain trust of the community

### Group 4

1. Positive publicity
2. Build respect
3. Keep morale high
4. Individualize discipline problems
5. Have a positive attitude

The participants were shown the disciplinary action charts for secondary schools. There was much discussion on the make-up of the charts. The affirmative action program made the administration more aware of the different methods used in administering discipline.

The entire group listed suggestions for solutions to discipline problems:

1. Listen and work with parents
2. Deal with Study Hall, Lunchroom and Restroom problems
3. Orientation to the district policies towards discipline
4. More counseling
5. Closely working with social agencies
6. Involve cluster guidelines
7. Instill sense of belonging
8. Alternative schools for Jr. High
9. Follow the philosophy of Principal

There were some negative attitudes towards some of the suggestions from the participants in the secondary level.

The first hour was the same format as the other sessions, the sharing of successful strategies. However, the second hour they were involved in a session on profiling led by Dr. Bill Denton, Director, Developmental Project Evaluation - Research, Evaluation, and Information Systems.

The objectives of this session were:

1. To clarify any misunderstandings about how to interpret the 1974 measurement profiles.
2. To develop individual school and attendance profiles based upon student achievement data.
3. To introduce alternative achievement profiling techniques which can be used to identify specific program weaknesses.

Methodology

Summary statistics were generated from the system-wide test data, and were reported by school, grade, and achievement area (reading and mathematics). The statistics included medians, number tested, quartiles, decile frequencies, and related demographic and socioeconomic statistics.

The deans were given a test to determine which areas concerning the profiles needed more explanation. At the end of the test the deans were given this information along with a lecture explaining each of the above mentioned areas. The lecture was open and questions were asked concerning the profiles. The work packet is included in the Appendix.

At the end of the lecture/discussion, work packets were passed out. The activities were as following: (1) Developed a graph for detailing the distribution of median scores for Fall 1974 in reading and mathematics for each school by grades, (2) Developed a graph for detailing the distribution of median scores for Fall 1974-75 in reading and mathematics for each school by grades and to compare the differences in subject areas in student achievement (3) Developed a cluster graph for detailing the distribution of median scores for Fall - 1974-75 in reading by grades, for all schools in the cluster.

Evaluation

At the end of each session the participants were asked for verbal feedback. The responses were limited due to time:

"More time to exchange ideas"

"Positive ideas set the tone for the sessions"

"Having the levels split was a good idea"

The District's Research and Evaluation Department assessed the participants attitudes towards the sessions. All participants completed a short inventory to determine their feelings about the sessions. Findings are presented in Table 1. The Deans of Instruction completed the same instrument, findings are presented in Table 2.

In general it seems that participants felt:

The information was clearly presented

The sessions were worthwhile and well organized.

Participants comments and suggestions were generally positive and are presented in their entirety in the Appendix.

TABLE 1

258

## Participants Attitudes Toward the Session

The information received in the sharing of successful strategies and practices was:

Very unclear

Very clear

|    |    |    |    |    |     |         |
|----|----|----|----|----|-----|---------|
| 1  | 2  | 3  | 4  | 5  | 6   | 7       |
| 1% | 0% | 0% | 1% | 5% | 59% | 34%     |
| 1  | 0  | 0  | 1  | 5  | 54  | 30 = 91 |

The information I gained from the discussion on discipline was:

Insufficient

Sufficient

|    |    |    |    |     |     |         |
|----|----|----|----|-----|-----|---------|
| 1  | 2  | 3  | 4  | 5   | 6   | 7       |
| 0% | 2% | 4% | 3% | 23% | 52% | 16%     |
| 0  | 2  | 4  | 3  | 21  | 47  | 14 = 91 |

In general, my attitude about today's activities can be described as follows:

Not worthwhile

Very worthwhile

|    |    |    |    |     |     |         |
|----|----|----|----|-----|-----|---------|
| 1  | 2  | 3  | 4  | 5   | 6   | 7       |
| 1% | 0% | 1% | 1% | 12% | 30% | 55%     |
| 1  | 0  | 1  | 1  | 10  | 26  | 47 = 86 |

In terms of organization, the activities today were:

Very unorganized

Very organized

|    |    |    |    |     |     |         |
|----|----|----|----|-----|-----|---------|
| 1  | 2  | 3  | 4  | 5   | 6   | 7       |
| 1% | 1% | 0% | 2% | 10% | 31% | 55%     |
| 1  | 1  | 0  | 2  | 9   | 28  | 50 = 91 |

TABLE 2

## Participants Attitudes Toward the Session

The information about the interpretation of standardized test data has made my understanding of this material:

Very unclear

Very clear

|    |    |    |    |     |     |        |
|----|----|----|----|-----|-----|--------|
| 1  | 2  | 3  | 4  | 5   | 6   | 7      |
| 0% | 0% | 0% | 9% | 39% | 39% | 13%    |
| 0  | 0  | 0  | 2  | 9   | 9   | 3 = 23 |

The information I gained for the use of the results from the standardized test data was:

Insufficient

Sufficient

|    |    |    |    |     |     |        |
|----|----|----|----|-----|-----|--------|
| 1  | 2  | 3  | 4  | 5   | 7   | 7      |
| 0% | 0% | 0% | 9% | 39% | 43% | 9%     |
| 0  | 0  | 0  | 2  | 9   | 10  | 2 = 23 |

In general, my attitude about today's activities can be described as follows:

Not worthwhile

Very worthwhile

|    |    |    |    |     |     |        |
|----|----|----|----|-----|-----|--------|
| 1  | 2  | 3  | 4  | 5   | 6   | 7      |
| 0% | 0% | 0% | 0% | 27% | 43% | 30%    |
| 0  | 0  | 0  | 0  | 16  | 10  | 7 = 23 |

Interms of organization, the activities today were:

Very unorganized

Very organized

|    |    |    |    |     |     |         |
|----|----|----|----|-----|-----|---------|
| 1  | 2  | 3  | 4  | 5   | 6   | 7       |
| 0% | 0% | 0% | 0% | 17% | 39% | 43%     |
| 0  | 0  | 0  | 0  | 4   | 9   | 10 = 23 |



- It seems rather difficult to really say what is sufficient in the area of discipline.
- The approach was excellent.
- I felt that the sharing sessions were excellent. Appreciated positive approach.
- 14 — Sharing time might be extended.
- 2 — Gained information that will help my school in many ways.
- These type of workshops are needed to develop potential leadership.
- A successful operation.
- Gained more by working positively.
- 2 — Enjoyed the meeting, time was used very well.
- There is an urgent need for more sessions of this nature.
- I feel we should often be reminded of our roles and these meetings help.
- A commitment is needed by the Board of Trustees to allocate the necessary funds to realize the strategies/alternatives needed.
- 10 — Good session, brief, well planned and beneficial.
- Some good ideas were discussed.
- I have alot I could be doing at school.
- Give handouts on strategies in classroom management as it relates to discipline.
- This was a very good meeting but couldn't some teachers be present to hear some of the comments?
- I feel that the minority administrators reflect different approaches to disciplinary actions in light of reported actions in Area IV schools.
- Less time spent on high ideals and more time spent on down to earth activities.
- These sessions often open better communication channels.
- Works much better having secondary and elementary split. Last session had amounts of time wasted for both levels.
- More of these in 1976-77 school year.
- Sharing session excellent
- I appreciate the fact that our group felt they could be open and frank in their discussion.
- Statistics are fine on discipline but we need more individual ideas.
- Hang in there!
- Have session on budgeting and scheduling.

- Need more discussion and ideas on discipline.
- This was the best session that I have attended since it has been organized.
- Must have sharing session with principals to coordinate district wide policies.
- Assistant principals should be exposed to the total management of a school.
- More nuts and bolts.

Comments

- Interpretation of standardized test data is too complex to be gone into as hurriedly as we did today.
- Please have more opportunities for sharing experiences.
- Most informative.
- Would like to see a greater focus on instruction.
- Very worthwhile session on fundamentals of profiling.
- Too many variables to gain much from testing.
- Too much time spent in "sharing of strategies".
- Covered too much material in too short of a time period.
- Let's keep it up.
- Gear future meetings to meet specific objectives like today. It was very informative, something we can use in our schools.
- More sessions like this!
- Very informative. This will help us to better understand what we need to do and our responsibility as Dean of Instruction.
- More sessions of this practical nature are needed.
- A better way to phrase the statement concerning the dilemma of the Dean of Instruction would be that we are required to.
- Enjoyed having George Reid as our leader because we were able to relate to what is desired at our level.
- This session has been very helpful. I do feel that there is improvement with this type of program.
- Assistant principals need to start thinking like professionals and not view the position as a stepping-stone and a waiting period before promotion to principal.
- Very worthwhile!
- These sessions are worth continuing for the purpose of establishing consistency in DISD.
- I like the openness of the group.
- We need job descriptions.
- Why can't we get together on "Staff Development Day?"
- Sessions are good but too far apart.

## APPENDIX EE

Dallas Independent School District  
Management Academy

263

Face-to-Face Sessions  
with the  
General SuperintendentCluster Breakfasts - 1st Quarter

Quarterly discussion sessions have been scheduled between the General Superintendent and building principals on a cluster basis. The intent of the sessions will be to focus on current needs, concerns, and problems with a view of providing immediate attention to issues raised.

| <u>Date</u>       | <u>Cluster</u>   | <u>Executive Team Member</u> * |
|-------------------|------------------|--------------------------------|
| November 3, 1975  | Sunset           | Moffett                        |
| November 5, 1975  | Thomas Jefferson | Wells                          |
| November 7, 1975  | Hillcrest        | Allen                          |
| November 12, 1975 | Bryan Adams      | Pearson                        |
| November 18, 1975 | Kimball          | Pitts                          |
| November 19, 1975 | North Dallas     | Gallegos                       |
| November 20, 1975 | Skyline          | Stamps                         |
| November 26, 1975 | Samuell          | Niedecken                      |
| December 1, 1975  | Woodrow Wilson   | Ascough                        |
| December 2, 1975  | Carter           | Reid                           |
| December 3, 1975  | South Oak Cliff  | Fridia                         |
| December 4, 1975  | W. T. White      | Santillo                       |
| December 10, 1975 | Lincoln          | Webster                        |
| December 11, 1975 | Spruce           | Barton                         |
| December 12, 1975 | Roosevelt        | Cotton                         |
| January 19, 1976  | Pinkston         | Estes                          |
| January 19, 1976  | Adamson          | Estes                          |

\*An executive team member will serve as liaison to each high school cluster of schools. Gene Davenport, Director-Management Academy will assist each executive team member determine and follow-up on needs, concerns, and problems, as identified at the meetings. Minutes of all sessions will be circulated to the entire executive team.

DALLAS INDEPENDENT SCHOOL DISTRICT  
SCHOOL ADMINISTRATION BUILDING 3700 ROSS AVE.  
December 1, 1975

264

to: Executive Team

Subject: Notes - Samuell Cluster Meeting With General Superintendent 10/26/75

Dr. Estes:

- . Explained the rationale for meeting in clusters.
- . Indicated that Ben Niedecken would be the contact person for the Samuell cluster.
- . Mentioned the Management Academy sessions for December 2, 3, 4, which will be scheduled according to clusters.
- . Indicated the desegregation hearing dates
  - a. December 1 - Highland Park hearing
  - b. December 15 - Deadline for filing plans
  - c. February 2 - Hearing on DISD plan
- . Discussed budget hearings and March 1, 1976, deadline for program budgets.

Reports From Individual Schools: (Plusses and Minuses)

(\* - Indicates an action item)

- . John Q. Adams (Leslie Walden) - Capacity - 1400; community changing slowly; enrollment decreased by 65 during past three years.
- (-) Painting building during school creates confusion.
- (+) Teaching of reading; achievement scores are up.
- . Annie Webb Blanton (Richard Cox) - Capacity - 800; stable community; enrollment 544.
- (-) None
- (+) Plan a teacher/program
- . Paul Dunbar (John Roland) - Enrollment - 766
- \*(-) Trouble getting Title I staff on board

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- \*(-) Building needs painting as a result of AC work
  - (+) OK
  - . Fred Florence Junior High (Tom Coleman) - Enrollment up 1729; white population increasing; building capacity is 1700.
  - (+) Adequate personnel to manage the school (Dean of Instruction; student activity leader).
  - (+) Positive community attitude and involvement
  - (+) Teacher morale is high.
  - \*(-) No materials for Plan A
  - (-) Space is a problem - six rooms are being used for counselors, AC, etc.; true capacity is 1300 (every classroom is used every period).
  - . Hawthorne (Harold Morrill)
  - (-) Dropping enrollment (down 80 from last year); dropped 20 within last month.
  - (+) Special Ed - Plan A Resource Room/Early Childhood
  - . John B. Hood Junior High (John O'Glee) - Enrollment - 1400; dropping 100 a year for last three years; 400 blacks bussed/60 in community.
  - (+) PTA - OK; stable faculty; functioning CAC
  - \*(-) Plan A help is needed - testing
  - . John Ireland (Larry Wilburn) - Enrollment down by 20 (probably due to  $\frac{1}{2}$  day Kindergarten); 510 enrollment; black population - 20%.
  - (+) Dissident parent moved; Plan A; Reading program in 1st grade.
  - \*(-) Parent concern about bikini-clad instructor at Pleasant Grove pool.
  - \*(-) Need an art kiln



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- . San Jacinto (Calvin Shaw) - Enrollment stable; ethnic balance stable.
- (+) OK
- (-) OK
- . Titche (Carl Chambers) - Enrollment up; ethnic balance stable.
- (+) Instruction program; teacher attendance is excellent; concentration on reading/math; principal in classroom
- (-) Teachers hesitant to try new ideas; new students from broken homes with emotional problems.
- \*(-) Library shelving is needed
- . Samuell High School (Bob Stokes) - Enrollment - lost 50 blacks to Carter area; white population down by 100 due to older families in community; project 100 decrease next year.
- (+) DSII visit - English/Reading programs--excellent
- (+) Special Ed/Deaf Ed programs--joint efforts with Florence and community groups - Good PR effort.
- (+) Faculty interest in video-tape testing
- \*(-) Need a visiting teacher
- (-) Psychological re-evaluation is a problem
- (-) Math program on down slide; advanced math enrollment is low.
- (-) Assuring equal rights is a problem (drill teams, etc.)

General:

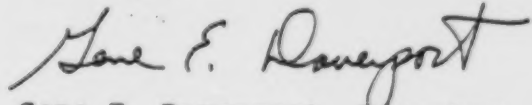
- \*. Need to check on policy with regard to exits and entries at quarters.
- . Discussed baselines -  
There is a need to emphasize reading in language arts.  
Conflict in assignments is ironing itself out.  
Special Ed baseline is excellent.

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## \*. Management Academy

Approval was granted to let persons doing residency on a doctorate and participating in the Nova program opt out of the 18 hour optional sessions during 1975-1976. Gene Davenport will work out logistics/communications. (Larry Wilburn was encouraged to develop a dissertation which would help upgrade the math program in the Samuell cluster).

Sincerely,



Gene E. Davenport, Director  
Management Academy

April 13, 1976

Mr. H. D. Pearson

Notes from Bryan Adams breakfast May 13, 1976

Several items of concern were expressed by principals at the Bryan Adams Cluster breakfast. Those which I noted as being "action" items are as follows:

1. Several principals expressed concern that they would not have enough portables to house all their students.
2. The placement of Special Education students seemed to be creating space problems in many of the elementary and junior high schools in the Cluster.
3. Concern was expressed that teachers need to be informed again about why they have until May 21st to sign their contracts, and that beginning the 24th they can appeal this assignment if brought about by the Court Order.
4. Principals should be informed to give out contracts on the 24th (not on the 21st).
5. Concern was expressed that the evaluation form for the baseline effort was very unclear (especially the 2nd part). Teachers can not understand it because of technical terminology used.
6. Questions were voiced about when and how information would be given to students about the Vanguard schools and Academies.
7. Concern was expressed about whether or not the TAMP and TARP programs would follow the Title I students to the 4-6 Centers.
8. Principals asked if free breakfasts would be given to students at the sending school or at the 4-6 Center.

All other questions and concerns seemed to be routine. If you would like any additional information or help, please let me know.

Sincerely,

Gene Davenport  
Director - Management Academy

hm

Information Only X

Decision requested by \_\_\_\_\_

(date)  
269EXECUTIVE TEAM AGENDA ITEMSubject: Evaluation of Cluster Breakfasts

Statement of Problem: \_\_\_\_\_

Background: Approximately 140 principals responded to the evaluation of the Cluster Breakfasts with the General Superintendent. There was at least a 90% positive response to all questions. In addition, the comments are very positive.

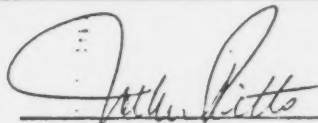
Alternative Strategies: \_\_\_\_\_

Cost: (If Applicable) \_\_\_\_\_ Funding Source \_\_\_\_\_

Beginning Date of Program or Project (If Applicable) \_\_\_\_\_

Ending Date of Program or Project (If Applicable) \_\_\_\_\_

Recommendation or Comment That at least one additional Cluster Breakfast with the General Superintendent be scheduled prior to the close of school.

Signature of Executive Team Member Submitting  
Report

Joe M. Pitts  
Assistant Superintendent-  
Personnel Development

Titles of Attachments:

1. Cluster Meetings Evaluation
2. \_\_\_\_\_
3. \_\_\_\_\_

## APPENDIX GG (continued)

Dallas Independent School District  
Management Academy

Cluster 270

Cluster Meetings Evaluation  
With The General Superintendent

Please circle the number that best represents your response to each statement.

- A. The purpose of the Cluster breakfast meetings with the General Superintendent was made:
- |    |    |    |    |     |     |     |         |
|----|----|----|----|-----|-----|-----|---------|
| 0% | 6% | 4% | 6% | 10% | 32% | 42% |         |
| 1  | 2  | 3  | 4  | 5   | 6   | 7   | 7 = 133 |
| 0  | 8  | 5  | 8  | 13  | 43  | 56  | 100%    |
- Very  
Unclear  
Comments: \_\_\_\_\_
- Very  
Clear

- B. In my opinion the "face-to-face" Cluster breakfast meetings with the General Superintendent are:
- |    |    |    |    |     |     |     |         |
|----|----|----|----|-----|-----|-----|---------|
| 0% | 2% | 3% | 5% | 11% | 26% | 53% |         |
| 1  | 2  | 3  | 4  | 5   | 6   | 7   | 7 = 138 |
| 0  | 3  | 4  | 7  | 15  | 36  | 73  | 100%    |
- Not Very  
Worthwhile  
Comments: \_\_\_\_\_
- Very  
Worthwhile

- C. The knowledge/information gained at the Cluster breakfast meetings about current needs, concerns, and problems of Cluster principals is:
- |    |    |    |    |    |     |     |      |
|----|----|----|----|----|-----|-----|------|
| 1% | 6% | 5% | 8% | 9% | 32% | 40% |      |
| 1  | 2  | 3  | 4  | 5  | 6   | 7   |      |
| 2  | 8  | 6  | 11 | 13 | 44  | 55  | 100% |
- Very  
Unimportant  
Please comment on the usefulness of the knowledge/information gained: \_\_\_\_\_
- Very  
Important

- D. My attitude about the opportunity to meet with fellow principals and the General Superintendent on a Cluster basis can be described as follows:
- |    |    |    |    |     |     |     |      |
|----|----|----|----|-----|-----|-----|------|
| 1% | 1% | 2% | 2% | 12% | 28% | 54% |      |
| 1  | 2  | 3  | 4  | 5   | 6   | 7   |      |
| 2  | 2  | 3  | 3  | 16  | 38  | 71  | 100% |
- Very  
Unimportant  
Comments: \_\_\_\_\_
- Very  
Important

- E. In terms of organization, the format for the breakfast meeting discussions have been:
- |    |    |    |    |     |     |     |      |
|----|----|----|----|-----|-----|-----|------|
| 1% | 1% | 6% | 5% | 15% | 29% | 43% |      |
| 1  | 2  | 3  | 4  | 5   | 6   | 7   |      |
| 2  | 2  | 8  | 7  | 20  | 39  | 59  | 100% |
- Very  
Inappropriate  
Comments: \_\_\_\_\_
- Very  
Appropriate

- F. General Comments: \_\_\_\_\_

## Comments:

## A (The purpose of the Cluster breakfast meetings . . .)

- \_\_\_ Our chance to ask direct questions.
- \_\_\_ No information about agenda
- \_\_\_ Would like to know the purpose before the meeting
- \_\_\_ I think they should be held once a month.
- \_\_\_ It would help if we knew the purpose

## B (In my opinion the "face-to-face" Cluster breakfast meetings . . .)

- \_\_\_ Appreciate him allowing us to "get it off our chest".
- \_\_\_ If the topics are worthwhile
- \_\_\_ If the Superintendent will listen to individuals
- \_\_\_ How about a cluster dinner, we're always in a hurry to get back to our schools.
- \_\_\_ We get alot of information to express concern
- \_\_\_ Face-to-face is very helpful
- \_\_\_ Gives us an opportunity to know Superintendent and principals

## C (The knowledge/information gained at the Cluster breakfast meetings . . .)

- \_\_\_ The Superintendent knows now about a condition at my school
- \_\_\_ Small group meetings are usually very profitable. Each person can be heard.
- \_\_\_ Follow-up has not been ascertained.
- \_\_\_ Greater awareness of "whole cluster".
- \_\_\_ Increased mutuality of concerns and support
- \_\_\_ Need feedback from Superintendent or results of principal's questions or comments... what happened as a result?
- \_\_\_ Very good, Superintendent listened to all remarks
- \_\_\_ Our discussion centered on one topic only for input for the Superintendent
- \_\_\_ Delivery on one item only
- \_\_\_ Need more "program - sharing time".



## C (cont'd)

- \_\_\_ Informal discussion with Superintendent helps to clarify issues.
- \_\_\_ Helpful in planning as well as keeping informed
- \_\_\_ Could have done by mail. Really didn't solve our problems.
- \_\_\_ Information seems more important when presented this way.
- \_\_\_ The knowledge that the Superintendent wants to know your problems and that he will help
- \_\_\_ One program will be enhanced as results of said cluster breakfast.
- \_\_\_ At times some individual may hold the floor too long.
- \_\_\_ First hand update with ability to respond is valuable.
- \_\_\_ Close communication in the Carter-Kimball area is extremely vital to maintaining an interracial neighborhood.
- \_\_\_ No real use to date. The sharing however, is good.
- \_\_\_ Very little useful knowledge gained
- \_\_\_ It gives a better understanding of why certain decisions may be made.

## D (My attitude about the opportunity to meet with fellow principals . . .)

- \_\_\_ Excellent opportunity to discuss common concerns.
- \_\_\_ More often
- \_\_\_ Help those of us unable to leave our building keep up with what's happening in our area.
- \_\_\_ Like the breakfast but change the agenda.
- \_\_\_ Sharing and knowledge of activities of other schools is helpful.

## E (In terms of organization, the format for the breakfast meeting discussions . . .)

- \_\_\_ I am pleased with the format.
- \_\_\_ The re-scheduling was the only blemish.
- \_\_\_ Same group was always together. Some exercises are futile.
- \_\_\_ Very worthwhile
- \_\_\_ Please continue
- \_\_\_ Very appropriate except in the time element. Didn't like being away from building when school started.
- \_\_\_ Good, one time each year is sufficient.
- \_\_\_ Some suggestions are not carried out even though they said they would
- \_\_\_ Rap session in nature

- \_\_\_ Not very organized.
- \_\_\_ Combine 2 clusters
- \_\_\_ Would be better to have it as a luncheon
- \_\_\_ Needs some structured items distributed in advance. Feedback on what happens to information and decision made.
- \_\_\_ Need an opportunity for "informal" agenda questions to be asked
- \_\_\_ Meeting should be led by the principal

General Comments:

- \_\_\_ The breakfast should be held a little later (7:00 A.M.)
- \_\_\_ Very informative and worthwhile
- \_\_\_ More often
- \_\_\_ I greatly respect Dr. Estes for giving us his time for this purpose
- \_\_\_ Time well spent - More openness necessary.
- \_\_\_ Would like to continue these meetings
- \_\_\_ Lets do this every month.
- \_\_\_ Nothing can replace the small group personal contact with the Boss.
- \_\_\_ Excellent
- \_\_\_ Good in general
- \_\_\_ Would like to repeat as often as practical
- \_\_\_ Please continue
- \_\_\_ Would rather have meeting sometime other than early morning.
- \_\_\_ Schedule far in advance if possible
- \_\_\_ The breakfast is one way of keeping the Superintendent informed of local area problems.
- \_\_\_ Important to have such meetings.
- \_\_\_ I like! - Very good
- \_\_\_ These meetings are among the best - small, informative and useful.
- \_\_\_ Everything was good except the breakfast cost too much approximately \$4.00.

## **Workshop Reporter**

Prepared by the Dallas Independent School District

Highlights of the Dallas Principals Summer Workshop

June 14-16, 1976

Skyline Center, Dallas, Texas



dallas independent school district

## **Encouragement from New Faces**

This year's principals summer workshop at Skyline Center might just as well have been labeled "Operation Countdown" or "T Minus 48 and Counting." While Dallas principals, many dressed casually, were obviously ready to begin their long-awaited spring break, there was no doubt in anyone's mind that implementation of the new school desegregation order and the beginning of classes were just around the corner.

There were the usual words of encouragement, but this time from some new faces. All seemed to repeat the same message: a large measure of the success of the implementation of the new court order will rest on the principals' shoulders. Most prominent of the new faces was that of Federal Judge William M. Taylor Jr., who told administrators to remember the words of President Harry S. Truman--"The buck stops here." Taylor's own court-appointed expert, Dr. Joshiah Hall, also was on hand. Hall talked about things such as "sacred trust" and "brotherly love" and later led principals in a round of singing.

Principals heard a report from their peers about desegregation in other cities. Special noon speakers included Dr. Francis Chase and William Cotton, who talked about the future of education, while principals digested catered meals of barbecue, swiss steak and spaghetti. There were new terms like "academies," "magnet schools," "vanguards" and "baseline." The new K-3 early childhood model, 4-6 centers, 7-8 middle schools and magnets were described at great length. Meanwhile, Executive Team members kept busy presenting plans for desegregation implementation during the coming year in a series of small group sessions.

General Supt. Nolan Estes took plenty of time to answer principals' "burning questions" and "questions you didn't have the guts to ask." Dr. Estes told principals they would have to practice "CIA"--competency, integrity and attitudes--if they are to be successful in this critical year. Dr. Estes said that most big city school districts throughout this nation would gladly trade court orders with the district in a moment. There are many positive aspects of the court order. "I think we need to get those positives and point them out to citizens," he said.

And finally, but most importantly, the woman's viewpoint was obviously represented. One person quipped, "Today's Anglo male seems to be 'all washed up,'" to which a woman administrator replied: "We just want a piece of the pie." Dr. Estes reminded principals that everyone must accept individuals for their ability and not prejudice them by stereotyping.

## **Superintendent Calls for CIA**

General Supt. Nolan Estes has called upon principals to enlist the CIA if they are going to have success during "one of the most critical years in the history of the school district."

Dr. Estes made the pronouncement at the opening session of the three-day workshop. But, CIA? After a short period of stillness and not a few funny expressions from principals, Dr. Estes informed them he wasn't trying to be humorous. "I'm not talking about the organization George Bush runs...My CIA has nothing to do with foreign intrigue. "To the contrary, CIA represents something very serious," he said.

The superintendent told principals that if they are going to be successful the coming year, they must have "competency, integrity and attitudes, or "CIA." Dr. Estes said the capital letters represent the three key elements to functioning as a successful leader in a period of transition in today's urban school system.

Competency comes first, Dr. Estes said, since management tools and skills are a necessity to effectively work within a diverse community, where there are a wide spectrum of values, customs and skills. "Gaining strength through differences, is a key," he said.

Dr. Estes said many faculties will be diverse in ethnicity, in loyalties, in student expectations and in past experiences, and many teachers who have never taught any students but white upper class, while others who have taught only minorities, will suddenly find themselves with multi-ethnic classrooms to manage. But knowing how to do the job, doesn't assure principals of success. Dr. Estes said " a true educational leader has to have integrity and intellectual honesty." He said principals must have intellectual honesty by promoting an open atmosphere with not only teachers and parents but students as well.

"In a pluralistic urban setting we can't pick and choose the kinds of kids we want to work with. "We have to be advocates for all...the poor, the middle class, the rich, the black, the white, the brown," he explained. In addition, Dr. Estes told principals that the third key to success is "attitude." "To be an educational leader in Dallas today, you've got to have the right attitude. We don't have the time or the energy to waste on those who aren't willing to be creative, hardworking and enthusiastic members of a pluralistic leadership team," he said.

The superintendent stressed that desegregation is one set of challenges--problems which are difficult and complicated. He said the DISD is "extremely fortunate." "Most big-city school districts throughout this nation would gladly trade court orders with us in a moment. "As I've mentioned before, there are many positive aspects of the court order. I think we need to get those positives very firmly in mind and point them out to citizens," said Dr. Estes.



### **'Kid-A-Day' Improves Teacher Awareness**

School halls and lunchrooms can be a good place to meet that student who you never seem to get a chance to talk to. A brief, informal chat often can do wonders for improvement of a student's attitude. It also develops better communication and understanding between pupils, teachers and administrators.

An idea suggested at the "Student Rights-Conduct Code" session is for each teacher and administrator to set a goal for himself to learn the name and something about each student by talking to a different pupil each day.

A little interest shown in a student who appears uninterested can improve both the student's attitude and also build increased awareness among adults as to what is going on in the school.

### **Offices Shuffled to New Locations**

Several DISD programs have been or will be moved to new locations because they are housed at facilities to be used as part of the magnet school program-N. R. Crozier, Booker T. Washington and North Dallas Career Center. New building assignments include programs now at Booker T. Washington including Secondary Reading staff to H. S. Thompson; Tutoring staff, Charles Rice; Plan A Resource Center, Sam Houston; Adult Homemaking Class, East Oak Cliff, and City Council P.T.A., City Park or remain at Washington.

Programs at the North Dallas Career Center, formerly the Dallas Vocational School, 2222 Ross, will be moved to T. A. Edison. They include Special Education programs and Coordinated Vocational and Academic Education. Adult Basic Education, Career Guidance Counselors and Research and Evaluation staff will be moved from Crozier to P. C. Anderson. The Multicultural Education staff and Drug-Alcohol Education staff will be moved from Crozier to William B. Travis.

The LIFE Leadership staff will be moved from Crozier to the North Dallas Teacher Center and Visiting Teachers will be moved from Crozier to Sam Houston. Physical Education Facilitators and Physical Education-Art Materials Centers will both be housed at H. S. Thompson, formerly at Crozier. The Metro Crozier Alternative School will be consolidated with Metro East, Metro West and Metro South, eliminating the Crozier site. In addition, the Metro Girls-Teenage Expectant Mothers will be moved to P. C. Anderson from Crozier. The Out-of-School Youth program will be moved from Crozier to Metro East, and the Student Job Placement Center, the G.E.D. Testing Center and Evening Welding Vocational Training will be housed in the Crozier basement.



## **'Den Daddies' — A Shoulder to Cry On**

*To be born White in this country is to live on history's mountain tops. To be born Black is to live in history's valleys. Unless those of us who have these rights are willing to share them, the time will come when none of us will have them.*—Lyndon B. Johnson

In introducing his presentation, "T Minus 48 and Counting," Bill Cotton pointed to the aptness of Lyndon B. Johnson's statement to Dallas' situation. Cotton indicated that in his view, Americans are fortunate. Much progress has been made in the area of race relations, he said, but desegregation is serious business and not something to take lightly.

A panel consisting of Robert Vermillion, J. C. Coalson, Dr. Clifton Julian, Joann Hodge and Dr. Keith Cowand, discussed their observations gained on recent trips to cities which have undergone desegregation orders in the recent past. Reports centered on Charlotte-Mecklenburg, North Carolina; Memphis, Tennessee; Denver, Colorado, Louisville, Kentucky; and Boston, Mass. schools.

Julian indicated that Dallas is obviously ahead in most areas than Denver, except in the area of security, and hopefully, Dallas will not have to go the extremes that Denver has used for security.

Coalson indicated that there were several good points to the Memphis program. Coalson said one of the good points of the Memphis program was the consistency in materials, enabling students to move from school to school with no lag in progress. Also, good bus routes and scheduling were mentioned.

"A system similar to Dallas" was the evaluation of Ms. Hodge, in her report on Louisville, Kentucky--similar to Dallas in that the system had no history of violence; however, with 72,000 bused for several years, the additional 19,000 who were bused under a new order brought on large-scale violence and much enmity in the community. Ms. Hodge indicated that there is much to learn from such a situation.

Dallas "Den Daddies" were introduced by Vermillion--the area directors of the DISD. These positions were used in Charlotte-Mecklenburg in an effort to give principals "someone's shoulder to cry on." Vermillion said in the area of transportation, there should be no more than 20 students at any pick-up point. He also added that schools should be prepared to deal with false addresses, rumors, teacher problems and discipline on buses.

Cowand noted that Boston, while having many problems, also had many schools running in a fine manner. He recommended several steps based on his observations--proper staffing, facilities and buses be available in time for opening, and plans and procedures for student control on buses be developed and ready.

## **Evaluation Becomes Team Effort**

Under a new teacher evaluation instrument to be piloted in 17 DISD schools this fall, teachers will be rated "successful," "marginal," or "unsuccessful," based upon mutually agreed upon performance goals. John J. Santillo, assistant superintendent for personnel, says the new evaluation will be implemented in two senior high schools, five middle schools, five 4-6 centers and five K-3 schools.

At the secondary level, evaluation procedures will begin with departmental personnel recommending to the principal at least three teachers from their respective departments to be the departmental chairperson. The principal will make the final selection.

Teachers will be evaluated by the principal, assisted by the dean of instruction, and the departmental chairperson. The principal may involve other personnel if he deems it necessary, Santillo said.

A new *Teacher Performance Review* form will be used immediately after visitation to the classroom. The form will be used by the appropriate evaluation team member with copies being dispersed to the teacher visited, the departmental chairperson or the dean of instruction and a copy will be submitted to the principal for his files.

In the elementary schools, the faculty will submit at least three names to the principal to help the principal determine an instructional lead teacher who will assist the principal in the evaluation process.

The new rating system will no longer distinguish between "excellent" and "good" teachers. During the first six weeks of the quarter the evaluation team and the teacher will meet and establish mutually agreed upon performance goals for the teacher. The evaluation team and the teacher will have conferences during the quarter to revise or modify the original performance goals as needed.

By March of 1977 a formal conference with the teacher will be held to decide if professional objectives have been met and performance goals attained. Recommendations about goals and objectives will be made at this conference. The teacher will be notified if a recommendation will be made for continued reemployment or termination. A teacher who is not pleased or satisfied with his evaluation may request a hearing, in writing, with the assistant superintendent for personnel.

The new evaluation instrument was developed by a committee of eight principals, eight teachers and eight central office administrators. The schools which will participate in the pilot project include Roosevelt and Samuell high schools; Cary, Hill, Comstock, Greiner and Storey middle schools; and Rogers, Conner, Blanton, Twain, Johnston, Allen, Casa View, Titche, Douglass and Bryan elementary schools.

## **Calendar Marked for Professional Growth**

A number of days have been set aside during the 1976-77 school year for staff development in an extensive program that gives teachers, administrators and other support personnel an opportunity to keep abreast of their professions. Dr. Joe Pitts and B.J. Stamps, assistant superintendents, outlined some of the professional growth activities for principals.

Ten full days of staff developed have been set aside for 1976-77. They include five days for in-building activities and five days for district-wide activities. There are 11 early release days. They include September 3 and 24, October 29, December 10, January 4 and 28, February 11, March 11 and 25, and May 13 and 27. Non-school days include August 17-20, November 15, January 3, February 25, March 18, April 8, and June 3. Students are excused at 2 p.m. on early release days.

The new format on the school calendar reflects organization as per the desegregation court order--five districts, K-3, 4-6, 7-8, and 9-12. The Vanguard, Academy and Magnet schools will engage in local building planned training programs designed specifically to meet their program goals. Also, visiting teachers, nurses, counselors, support personnel and others will engage in specific activities designed to assist them to effectively implement the desegregation order.

Program managers, principals, and others will have an opportunity to review the draft of the calendar for corrections, revisions, additions and deletions. In addition, the Management Academy program which focuses on the competencies needed for effectively presiding over the instructional improvement process in a desegregation urban setting will be continued for practicing and preservice educational leaders. Administrative training sessions to prepare for desegregation implementation include Management Council Retreat, May 31 to June 1; June Administrators Work Conference, June 7-8 and 14-16; and July Administrators Work Conference, July 27-30.

For new teacher orientation, five full days from August 10-16 have been set aside. Two of these days will be in the buildings with principals (one at the first of the week and the other at the end of the week). On August 10 and 16, orientation will be in the buildings, and on August 11, 12 and 13, teachers will meet together as one group for baseline and desegregation instruction. On-going programs in the personnel development department include Educational Excellence, Dallas Urban Education, preservice with eight universities, Competency Based Teacher Education Program and Graduate Center.

### **Judge Taylor: 'Principal is Key'**

Federal Judge William M. Taylor Jr. told Dallas principals that successful implementation of the new desegregation program this August will depend to a large extent upon their attitude and behavior. "The principal is a model for the teachers and for the students," he said. "His attitude and behavior for different races who attend his school has a decidedly affect on the teachers and how they handle kids." At the same time, the students look to the principal as a model.

Taylor said he credits the Dallas Alliance with development of the new desegregation plan, which has been appealed to the Fifth Circuit Court. He said the program offers a number of things, such as magnet schools and early childhood centers, for which there is "tremendous community support." He said he was pleased to hear that President Ford recently invited the director of the Alliance to the White House to discuss the Alliance's role in the Dallas case and to explain the development of the plan.

Taylor told principals he wished them success and to remember President Truman's famous statement, "The buck stops here."

### ***Tips on Recruitment of Volunteers***

Volunteers come in all colors, shapes and sizes, says Jeanne Fagadau, coordinator of school volunteers for the DISD. "Everyone has something to offer your school." Here's some tips from Jeanne for recruiting volunteers:

- Contact your own church or civic organization about "adopting" your school.
- Contact last year's volunteers.
- Make an appeal to parents at the first of the school year. Send with materials to be filled out by parents. Appeal at every opportunity.
- Advertise in your school or PTA newsletter, in local church newsletters.
- Contact other people in your school area, church groups, senior citizens service and civic organizations, business.
- Invite individual friends, neighbors or relatives to serve at your school.

## **Chase Glances Back, Forges Forward**

Taking a cue from the General Confession of the Book of Common Prayer, Dr. Francis Chase, senior consultant for the DISD, quipped that General Supt. Nolan Estes and the federal courts had probably given principals little opportunity to "do those things which we ought not to have done." However, he pointed out that there were probably a long list of things "we have left undone."

Dr. Chase briefly revisited the landmark Chase Study, completed in 1975 after a year-long effort on the part of a team of outside experts, but didn't tarry long in the past. He observed that, before the study, the Dallas schools had broken new ground in education. As examples he pointed to the Skyline Career Development Center, which he said is outstanding probably in the world (certainly in the United States), Dunbar Community Learning Center for inner city education, and the research and development unit, which, he cited as the "strongest anywhere."

At that time, "effects were too limited," he said. Results were used only at the top level. Now that has changed with research efforts being pushed downward to impact the classroom. Other improvements included grade configurations becoming uniform and, therefore, more manageable from an educational standpoint, and the collaboration of curriculum renewal and personnel development with the assistance of operations for a significant improvement in the instructional program.

Skyline and Dunbar, too, are now having far reaching effects, he noted, with the Success Through Strings program being disseminated to other Title I schools and Skyline becoming the basis for the development of magnet schools. Dr. Chase claimed that the magnet schools, rather than detracting from the other schools, will open up new options. For one thing, they are attracting the type of leadership which the public schools have never been able to interest. New resources are being made available by business and the professions. Programs are being carefully developed to meet the needs and interests of pluralistic cultures. He pointed out that the magnets are experimental in nature and that what is learned from their successes can be used toward the DISD's commitment to "making every school the very best that can be operated." He said educators must "weave a seamless web" so that education becomes a life-long process and a child's experience in school forms the basis for his experience outside of school.

In response to questions posed after his presentation, Dr. Chase said that we not only must put worthy achievement in reach of each student, but also must motivate each student to reach out for that worthy achievement. He pointed out that the Chase study was an interactive study which had a high credibility with the court because it was controlled by an outside group.



## **Transportation Safety Stressed for All Levels**

"Transportation is not a new thing," indicated Travis Johnson, new director of transportation for the DISD, in his presentation to principals. Although there are many unanswered questions on the transportation at this time, by July, data will be together in order to respond, he added.

Of particular concern to principals was handling and organizing for double runs of the 180 buses; the possibility of parents riding the buses for enrollment periods and as monitors; and the potential problem of more than 20 students loading at a particular location. Johnson indicated to the group that while these questions are still being resolved, initial thought was that routes will be used in order to eliminate the problem which might be caused by large numbers of students gathering at one location.

Johnson further indicated that principals will have the responsibility for behavior on buses serving their schools. Bus safety will be stressed at all levels, so that students will be aware of the necessity to practice good safety rules at all times. Principals also expressed concern regarding weather problems and the housing of students during inclement weather. Concerning bus monitors, Johnson indicated that, "the secret to successful monitors is having persons who know the children." He further added that parents may be used as monitors in addition to teachers and other staff members.

Some 60 buses will make double runs each day. Based on experience in other school districts, the seventh, eighth, and ninth grade students will pose the biggest problems with transportation. Breakfast program locations will be at the point of origin of the students, principals were told. Johnson indicated that forms are being prepared for parents to sign, regarding expected behavior of students and indicating penalties for not observing rules. Procedures are being developed for the handling of sick children and will be finalized during the July Work Conference.

Bus drivers will be recruited by using mail-outs added to the summer checks. Routes are now being planned by the County, and Johnson will have the duty of coordinating between the DISD and the County, to see that students are served in the best possible way.

In the area of facilities, Richard Musgrave, Administrator-Maintenance, indicated that the four Magnets are being housed at the old N. R. Crozier Building; 2222 Ross Avenue; Booker T. Washington; and Stephen F. Austin. He indicated that several schools are undergoing renovation this summer including Skyline, North Dallas, Bryan Adams, Sunset, Harry Stone, and Franklin D. Roosevelt. Some 225 portable rooms are being moved, with an additional 44 to be purchased.



## **Dr. Hall Notes Sacred Trust**

Federal Court Desegregation Expert Joshiah Hall says that if Dallas principals want a successful year during 1976-77 they first must develop a good attitude. Dr. Hall, a former superintendent of schools for 11 years in Dade County, Fla., told principals to make sure that their own philosophy and idealism is firmly set in their minds before attempting to take on the task of running the schools.

The former superintendent warned principals that their jobs won't be any easier next year. "Yours is a difficult task, in a difficult time and there are many in this nation who feel education is no longer effective," he said. But we need to show the community that the goals we are striving for are being achieved...Yours is such a sacred trust at this particular time. What we have is the very highest that a civilization can obtain--brotherly love," Dr. Hall explained.

Dr. Hall said the success of the DISD will depend to a large extent upon the attitude of its principals, which incorporates each principal's ideals and the way that each looks at himself. "If you want your faculty to be with you, first you must look at yourself," he commented. Formerly a principal himself and also the director of instruction for the State Department of Education of Florida, Dr. Hall said that the single most important position in a school system is that of a principal. "Where there are good principals, there are good school systems," he said.

Dr. Hall listed a number of positive steps that can be taken by principals, each depending upon the principal's attitude. The first, he said, is that principals need to be fair. Dr. Hall told of one experience in which a student newspaper had published a story about its high school band. Although 50 of the 100 band members were Black, the article had not listed the Black students, causing a protest in front of the principal's office. Despite complaints from his faculty, the principal did not throw the protesting students out of his office. Instead, he listened to their grievance and had another article written which listed all of the students' names, including the Blacks. "He was being fair," Dr. Hall said.

Dr. Hall also stressed that principals must be available to listen to both students and faculty members. He said that putting people off, gives them a chance to build up strong feelings which can be allayed by giving persons immediate access. He pointed out that the DISD's own superintendent understands the importance of availability by having his office open.

### ***What's Been Done to Implement the New Court Order?***

General Supt. Nolan Estes said the district is moving quickly to implement the new desegregation order. He said the plan seems to be generally acceptable to the majority of DISD patrons. The business community, the clergy, and various civic organizations have provided unprecedented resources and support.

Dr. Estes said the necessary adjustments in programs have been made; renovations of facilities are underway; the reassignment of 1,500 employees has been made with few problems; the magnet school programs are attracting students in greater numbers than expected; and 93 percent of the students bused under the 1971 court order will return to the schools they attended during the 1975-76 school year in August.

### ***Principals Urged to Set Goals Today***

In the Educational Program Meeting for the Middle Schools, Frank Whittlesey, director of Middle School Operations, encouraged principals to begin now thinking about their goals for this coming year. He also told principals to begin deciding what they are going to do at their school. He said that goals should be reasonable and something that is attainable. Whittlesey said he and the principals will discuss and evaluate the goals at the beginning of the school year.

Whittlesey spelled out a few things that would be happening with transportation at the middle schools. He said that such matters as parking and unloading of buses will be of great importance in organizing the overall busing efforts. For school field trips, he suggested that a sufficient amount of lead time be given in order to acquire the buses needed for the trip.

He continued by saying that transportation will be furnished to football games for the athletes only. Details have not been worked out yet, Whittlesey said, but will probably involve delaying of times for football games so that the buses can make their regular routes or athletes will be allowed to be released from school early enough to get to the ball game and then the bus can make its regular run.

Whittlesey said that the whole thrust for the next year is going to be on the instructional organization of the middle schools and centered around guidance, media, and discipline.

## **Title IX: Don't Ignore Concerns**

One of the top goals of the district next year will be the elimination of institutional sex discrimination. In a presentation on Title IX, General Supt. Nolan Estes warned principals not to ignore any person who may have concerns about a discriminatory practice in the district. "Consider the problem seriously and find out the facts," he said. "The district has established a grievance procedure for Title IX. Be familiar with it and recognize that there are still problems to be overcome."

Dr. Estes remarked that sexism is just like racism--it's all around us and it's there in very subtle ways. "Myths about women as employees must be destroyed. The old ideas that 'Women are only working for pin money;' 'Men won't work for a woman boss;' and that 'You can't be a high school principal unless you are big enough to have been a football coach;' have made it difficult for qualified women to gain properly deserved advancement."

When classes begin in August, the DISD will have 54 women administrators assigned to schools--a 29 percent increase at the local building level.

The superintendent noted that all areas of the school system must be examined for sex discrimination. The district has spent the past year evaluating its policies so steps can be taken to correct any existing discrepancies.

"Counselors should be encouraged to continue to change their materials and scheduling practices," Dr. Estes said. "We have made much progress in eliminating single sex classes so that all students can now learn life supporting skills that all of us need in order to be self-sufficient in a complex technological world."

Dr. Estes said that textbook publishers have become increasingly aware of the need to change their products to reflect growing public awareness of racist and sexist practices.

"We must all accept individuals for their ability and not prejudge them by stereotyping," he said. "Let's not forget the past, but let's also look forward to the future with a positive attitude toward individuals and the development of their best potentials."

Frances Allen, assistant superintendent for adaptive education, told principals that Public Law 94-142, Education for the Handicapped, offers much in the way of federal funding, but sets many limits. "You as principals are being given a mammoth undertaking as we put this law into effect. It is you who must deal with individuals, with required forms and information and keep up with the day to day problems," she said.

The law is based on the number of handicapped students served, but the district cannot list more than 12 percent of its student population as handicapped. In addition, only one-sixth of the 12 percent may be served as language and/or learning disabled. "We've been promised a federal definition of LLD," Ms. Allen said, "but so far we've not received one. Once that comes through, maybe we can begin to narrow our selections." The full implementation of the new law will occur in 1977-78 school year. At that time, Ms. Allen said, no district will be able to serve the same child in special education and in Title I. "That, too, will cause considerable rearranging."

The number one priority will be handling the unserved and the inadequately served--that is, those young people who are severely handicapped. A program called Child Find (Project: Zero Reject in Dallas) was set up in five pilot areas in Texas. These pilots, however, because of speeding law implementation, have become models and other districts are making their units in the likeness of these originals. Project: Zero Reject is charged with locating, identifying and serving those children and young people, ages 3 to 21, with multi-handicapping. Funding for PL 94-142 is being funneled through the Region X Service Center.

"Money, as Dr. Estes has pointed out, is becoming increasingly a problem in education, but no where is this more evident or more spiraling than in special education," Ms. Allen said. "We must provide a private setting at no cost to the parents of the handicapped child and this is going to have a big effect on our contracting." Ms. Allen said that the state will provide, for example, \$1,595 for a visually handicapped youngster this fall. The DISD will contract for service for that child. However, a state law (#16-73) says the district must subtract from the \$1,595 the amount which it collects in ad valorem taxes based on the Average Daily Attendance figure. This year, the DISD's figure is about \$900. When subtracted, that leaves only \$695 which the state will pay.

"What's more," Ms. Allen said, "we can't require an audit of the private agency, but we have asked for an itemized account. All this seems to be telling us that the state wants us to serve those special education children in our own classrooms. "This means when a multi-handicapped youngster is brought into your schools, don't let anyone from a teacher to a receptionist say, 'Well, I'm sorry we just can't handle a child with such a severe handicap' because the degree of handicapping makes no difference. We will accept and try to serve them."



## **School Communication Network Planned**

Larry Ascough, assistant superintendent-communications, pointed out 16 separate parts of the court order which are directly related to communications and community involvement. Various staff members gave brief presentations on ways the department can assist principals in meeting the terms of the court order in their individual schools.

The school newsletter service--DISD NEWS AT A GLANCE in which more than 100 schools participated during the 1975-76 school year, will once again be offered. The Communications Department writes one side of district-wide news, and schools tell about their activities and upcoming events on the other side. The newsletter is available in Spanish as well as English. The first issue will be ready when students return to school in August. It was suggested that principals write a letter to parents for their side of the first issue.

A communication network will be set up for next year with each principal appointing a communications contact person to work with a staff member of the Communications Department on a sub-district basis. Workshops will be held, and information and ideas will be sent to contacts throughout the school year. Meetings will be set up with the editors of weekly newspapers which serve the schools in a particular area, so that he can get acquainted and explain his interests, deadlines and format for submitting stories. The communications contact could edit the school newsletter, develop a brochure for the school, write news stories, and inform the Communications Department about events in their school.

Principals received a list of ways the School Action Center can help them with such things as providing an interpreter via telephone for a parent who doesn't speak English and relaying messages to central staff members when telephone lines are loaded. When a complaint about a teacher or principal is received, staff members listen to the problem, ask if the person has talked with the teacher and principal of the school, and then, if appropriate, refer the problem to operations. The School Action Center also works with security and employee relations in reporting assaults on school employees so that immediate action can be taken.

An office for the Coordinating Network on desegregation has been set up in room 401 at the School Administration Building. Representatives from the Dallas Council of Churches, the interdenominational ministers' groups, employee groups, chambers of commerce, U.S. Justice Department, The Dallas Police Department, the PTA and other groups are involved in planning viable approaches to disseminating information and paving the way for smooth implementation of the court order. The group has four main goals: volunteer recruitment, adopt-a-school program sponsorship, provision of resources in money and equipment and information dissemination. The network is sponsoring a community forum on June 25 at Skyline Center.

Principals received a needs assessment for volunteers to complete and return. Responses will be charted, so that organizations can be given specific ways they can assist individual schools. The court order specifies that each school will have a volunteer program where in the past it has been optional. Both a professional volunteer coordinator and a lay citizen coordinator are to work with the program. Appropriate orientation and training sessions will be held for volunteers and teachers who will be working with them.

Volunteers who work on a regular basis in the schools must have either a chest x-ray or a skin test to prove they are free from tuberculosis. It was also pointed out that volunteers whose children qualify for free lunches may also be served lunch without cost at the school.

The SPARK (Special Program for Additional Resources of Knowledge) volunteer program, which provides speakers on a wide variety of topics for enrichment, will be expanded next year to include all schools. A SPARK coordinator will also be needed in each school.

The importance of principals backing Operation Involvement was stressed. It was pointed out that OI representatives need time in faculty meetings to report on the program's activities and get feedback from other staff members.

Ascough said that a massive public information campaign on the Dallas schools is being supported by the Dallas business community. This is slated to kick off the first part of August.

### **Here Come 'De Judge**

How do you welcome a U.S. federal judge who's speaking to a group of principals facing implementation of a court desegregation order issued by that judge? Answer: You sing him a song, and give him an honorary "doctorate degree."

At least that's what some 300 Dallas school administrators did for Judge William M. Taylor Jr.

The lyrics went this way: "Judge Taylor had a job most judges don't want, it's damned if you do and damned if you don't. The citizens of Dallas he told them true, get yourselves involved it's up to you. He gave us an order with much detail, we put it in effect or go to jail. To the last degree this precise court order, we'll carry it out, come hell or high water. I'll tell you my friends, and it's a fact, no judges we like, as much as our Judge Mac."



## **Principals Call for Answers . . .**

The 10-page, yellow program that described the activities during the three-day Administrators' Work Conference was dog-eared, rumped, folded, coffee-stained and scribbled-on by day's end. But, it was also missing a page. That page, the final one of the booklet was torn out by by each administrator, filled in and allowed them immediate access to the superintendent. It contained only three questions, but some administrators answered them with vigor.

The first space for a response was, "The most pertinent point made in the keynote address was: " and among answers were these:

- get ourselves together to accept honest change
- we must deal with issues not personalities
- human relations is a top priority
- CIA (competency, intellectual honesty, attitude) is more important now than in years past.
- success through credibility with staff and community
- need in depth explanation of attitudes and communication in a pluralistic society
- the stressing of 'intellectual honesty'

Secondly, the administrators were asked, "What is the most 'burning' question you want answered during this workshop?"

- How are we going to achieve a smooth transportation organization?
- How do we create the proper attitude in teachers toward the instructional program?
- How do you create unity among a polarized staff?
- What is the status of competency exams for students?
- What are the strategies available to us in dealing with attitudes and change while keeping our focus on the student and school community?
- What are we to do to quiet community members when we are implying that the 'excellent' teachers are to be assigned to magnet schools?
- How do we incorporate moral education in public education?
- ΔWhat is our textbook?

- How do we get a definite understanding of a pluralistic society? For most in the system, it has no meaning.
- How can some prevailing attitudes and behaviors which have been instilled and fostered in both educators and parents for decades be changed to positive, pluralistic attitudes in a short period of time?
- How do we go about developing instructional program which meet the needs of a pluralistic group through change of attitude on parts of all?
- How do we speed up the decision-making and response time to assist us in getting Madison open by August 23?
- How do we as local building administrators help teachers to become more effective in personalizing learning experiences for their students in an effective manner?
- What will the bus schedule be?
- How do you get people to change attitudes?
- How do you shake parent apathy?
- Why must we have uniform community organizations district-wide, such PTA, when our school communities have different needs and interests?
- How can effective planning be done with so many unknowns?

The last question brought in the fewest responses from administrators. It was "In what way can the Central Staff be of the most assistance to you in the next 49 days?" Here are a few of the session's answers:

- consistency and continuity in responses from Ross Ave.
- total school staff to be involved in some kind of staff development program or attitudes in August.
- expedite the transfer of student furniture and appropriate teaching materials to the receiving schools.
- personnel allow principals to interview and recommend on all staff positions
- having new baseline material ready by summer workshop review
- answers to the 'burning questions'

### **... And Dr. Estes Responds**

Of all the meetings held during the three-day conference, one of the liveliest sessions dealt with the general superintendent's and Executive Team's off-the-cuff responses to principals' written "Questions You Didn't Have the Guts To Ask."

One participant wrote, "Why don't we have some nationally-known speakers? Don't you ever listen to principals input on these workshops!" Joe Pitts, assistant superintendent for personnel development, responded that evaluations of the last two principal conferences showed that the majority of principals didn't want nationally known speakers at workshops.

"The feeling is that some of these nationally known speakers don't usually have time to prepare remarks dealing with the local situation," Pitts said. "All they do is what some call 'blow in, blow off, and blow out.'" At that point, General Supt. Nolan Estes introduced court desegregation expert Dr. Josiah Hall, sitting in the audience, a "nationally known speaker" who would be giving a talk later.

Other questions and responses included:

Q. *"What can you do if you know more and can do a better job than the principal of your school?"*

A. If you can't be loyal to your boss, then you ought to resign. The superintendent has assigned 180 dedicated and capable principals to 180 schools. If you can't be loyal to your principal, you ought to take advantage of the opportunity to serve elsewhere.

Q. *It appears the Anglo male in this district is "all washed up."*

A. The women are not here to 'blow in, blow off, and blow out.' They're here to stay. All they want is a piece of the pie. Title IX was passed because of past discrimination against women.

Q. *How do we get the press to be more constructive?*

A. "You can't sell a product that's not any good. It all starts in the classroom. The district must assure all boys and girls of an equally effective education. There is nothing you can do to stop the press from covering conflicts, politics, or what Board of Education members have to say. That's part of their job. What schools need to do is to establish a good relationship between the classroom and the home, to tell parents what the school is doing, and what parents' responsibilities are. A good idea is to work out a local school communications plan tie to the instructional program.

- Q. *Why aren't directors given final authority to answer questions?*
- A. If the director doesn't have the answer, he has the responsibility for getting the principal an answer. The director's role is to orchestrate, communicate, facilitate, mediate, and evaluate. When the director speaks, he speaks for the assistant superintendent and the general superintendent.
- Q. *How do we avoid mass reorganization because of "white flight" when school opens this August?*
- A. Because of the nature of the present court desegregation order, the district hopes to begin to stabilize its enrollment and see a return of students from private to the public schools. If the district can get out of court and "off the front page" of the newspapers, it will see more people moving back into the city.
- Q. *Why are so many poorly prepared teachers being hired by the district?*
- A. The district does its best to hire outstanding teachers. Out of 500 teachers hired by DISD last year, not one was recommended for termination by a local school principal.
- Q. *When will the district deal with administrative changes in an open manner?*
- A. No two people administer a school in the same way. No two school communities are alike. The district attempts to match the leadership style of the principal with the needs of a particular community. Administrators are assigned where they can make the best contribution to both boys and girls and the community.

Dr. Estes told workshop participants that diversity of the administrative staff was evident by the responses from principals to the "best" and the "worst" things to happen in the DISD this year. Among items listed as both the "best" and the "worst" were the desegregation court order, Title IX, re-organization under the court order, the Chase study, and re-assignments of teachers to buildings.

Other "worst" things listed were AAP, newspaper "distortion," moving the ninth grades to high schools, and the 15-day attendance rule. Other "best" things were the new magnet schools, baseline documents, increased parental involvement, top level leadership, salary schedule, and cooperation with the public.

## **Code of Conduct for Teachers**

A number of ideas have been submitted for changes in the DISD Code of Conduct policy, due to be completed in its final form by the start of the 1976-77 school year. Principals were given copies of the proposed changes at a session on "Student Rights-Conduct Code," led by School Attorney Ben Niedecken.

Niedecken told principals that the court order makes it imperative that disciplinary guidelines are followed stringently. It is stated in the court order that policies on student discipline and due process procedures should be applied uniformly and fairly without discrimination. Niedecken explained that principals should make certain that any charges against a student are documented. Despite the negative aspect of discipline codes, they are necessary for successful establishment of desirable learning conditions he said.

Changes in the Code of Conduct have been developed this year with the assistance of Operation Involvement staff and teachers. Policies still being developed include regulations governing use of school buses. Although the DISD has a sound policy on corporal punishment, Niedecken said, the use of paddling is now on appeal from another school district to the U.S. Supreme Court. A question to be answered by the court is whether "severe" corporal punishment requires due process such as notice. Oral arguments in the case are expected to be set for next fall or winter.

Formative changes in the policy include a Code of Conduct for teachers. As follows, the teacher:

1. Is guided by professional ethics in relationship with students, parents, the community, fellow teachers and administrators.
2. Is highly knowledgeable about his or her subject area and is able to communicate knowledge to students.
3. Informs parents regularly so that they are aware of the academic progress and the conduct of their children.
4. Understands the physical, emotional and sociological traits of the age group they are teaching.
5. Indicates by attitudes and by actions genuine concern and respect for each pupil.
6. Plans and conducts a program of instruction which is of maximum benefit to each pupil.
7. Is professional in conduct and appearance.



8. Teaches the student explicitly and by example the conduct that is expected at school.
9. Manages classroom routines so that they contribute to the program of instruction, to a well-ordered classroom and to the development of responsibility on the part of the student.
10. Knows and enforces the rules of the school courteously, consistently and fairly and deals with misconduct impartially.
11. Reports promptly any situation in or around the school which might result in undesirable behavior.
12. Distinguishes between student misconduct which should be handled by the teacher and that which requires the assistance of the principal.
13. Is genuinely interested in both students and subject matter.
14. Provides recognition of each student's success and achievement.

### **'Bulletin 126' Provides Answers**

Principals will be receiving a new General Information Bulletin (No. 126) to help serve as an authoritative guide to curriculum and services offered by the senior high schools. The new bulletin, which now has a change in format, was discussed and interpreted at a program session chaired by Gene Golden, new director for secondary operations.

While the new bulletin is to serve as a broad authoritative guide, it is not published to supplant or add to the official administrative policies of the district, but is meant to be used only for information purposes, Golden said. Bulletin 126 seeks to provide answers to the questions which inevitably arise in the schools concerning student enrollment, transfer, discipline, graduation and the rights and responsibilities of students and teachers.

Golden stressed that some of the policies in the bulletin are being recommended for change. The bulletin has been developed to be fully effective by the 1979-80 school year. One of the areas in the bulletin discussed by principals includes immunization of students. It was emphasized that principals should enroll students on a provisional basis if they have not met all immunization requirements by the start of school. A person may be provisionally admitted to a high school if he or she has begun the required immunization and continues to receive the necessary immunizations as rapidly as is medically feasible.



## **Early Years Said Most Important for Child**

"What the child brings with him to school is my opportunity; what he carries away is my responsibility." Yvonne Ewell used these words to challenge principals of K-3 schools to provide the most humane, sensitive environment possible in the early formative years. We must recognize the impact on children in the very early years, she pointed out.

"What happens between five and eight are the most important years in a child's life," she said. "Don't blame children for what they haven't been taught." We must remember that ability and intelligence are more learned than inherited, she continued.

She briefly reviewed highlights of the K-3 General Information Bulletin and Handbook which was passed out to participants. These included:

- Principals and their staffs will be able to select basic models of approaches with kindergarten, such as the Anisa Model and Bank Street Model before school begins.
- Culturally pluralistic and relevant content must be selected on the basis of the reality of the child's environment with a clear concept of the particular uniqueness of each of the many ethnic groups and their contributions to our common American culture being taught.
- Components of the total curricula that will help children cope not only in their academic studies but in a fast changing and diverse society include: cultural pluralism, humanistic education, moral education, multi-cultural education, multi-dialectical education and bilingual education.
- Since language is the most important vehicle through which the child is educated and enculturated, every school needs some kind of language center or station; where the need is greater, a full-blown laboratory is indicated.
- Cultural Heritage Centers will bring planned inter-racial experiences and opportunities to gain diverse knowledge and appreciation of various cultures.
- Educational tours will be made possible with the acquisition of ten buses so that the experiences of children can be extended through field trips in various areas of the Dallas Metroplex.
- Future plans include camping experiences for children reared in the city by 1977-78 school year and farm experiences for the urban child the following year.

## **Principals Hear Vanguard Plans**

In addressing the first day of the 4-6 grade level meeting, John Whitten, director-elementary operations, reminded principals that the grade level configurations will be consistent throughout the district. "While there may be some schools with K-6 students, there will be a clear break in the two units," he said. "Naturally, we have some over-lapping of teachers, of buildings and of the principal, but we must keep the four divisions separated."

Within these configurations, Whitten said, there will be self-contained classrooms, platoon system, modified-platoon, team-teaching, and magnet schools. At the 4-6 level, five Vanguard magnet schools are in the final stages of preparation, each offering a different area of specialization. Principals of the Vanguard schools were asked to give a description of their instructional programs.

Frank Puntenney of Mark Twain School said his Vanguard would offer the traditional approach to learning, with strong emphasis on reading, writing and arithmetic. Parents will find their youngsters receiving a solid background in moral standards and respect for authority. Class size will be much smaller than those in regular schools.

Lawrence Muckelroy of Maynard Jackson School said his center for Individually Guided Education (IGE) would be operating on a modified-platoon system. A system of multi-age groupings, already adopted by numerous school systems, will be used at Jackson. A hand-picked staff, committed to excellence in teaching, is being chosen to direct the center's various learning situations, he said.

Toice Davis said his K. B. Polk Elementary Center for Advanced Studies is designed for the talented and gifted student. The curriculum will contain special courses, field trips, even music. In addition, teachers selected for the Polk Vanguard will attending a two-week workshop in July in preparation for the fall opening.

A. M. Erickson, in explaining his Amelia Earhart Montessori School, said that much effort has been expended in acquiring certified Montessori teachers and he has been successful in hiring many. The Montessori approach, he said, will allow "hands-on" activities to complement learning skills. "Kids will move around a great deal from center to center, they will be taught self-discipline and will learn to depend more on themselves," he said.

John Thornton said students enrolled in the Sidney Lanier Center for the Expressive Arts will be expressing their creative talents in many ways, including language and communications.

## **Magnets Offer Basic Plus Career Exploration**

Beginning in the fall of 1976, the DISD will begin operation of four new individual career development centers for grades 9-12 in the areas of Transportation, Business and Management, Creative Arts and Health Professions. These schools were set up as part of the desegregation court order handed down by Judge William Taylor. Frank Alexander, head of the Task Force on Magnets, says that the schools are not a cure-all, but the district hopes the schools will be accepted by everyone.

The magnet school is a comprehensive high school, says Alexander, and offers all the basic academics plus the thrust of the magnet. For students to complete graduation requirements, they attend regular academic classroom sessions half a day and spend the remaining half in career training. Enrollment in career centers can be on full-time or part-time basis. The part-time option allows students to participate in home school activities and receive a home school diploma. There are two main purposes of the magnet schools, Alexander says--to prepare students for higher education and to prepare them with a marketable skill or skills upon graduation. Alexander also says that in order to make the magnets really work the district must give students something they cannot get any where else in the district and concentrate on voluntary movement of the students to the magnet schools.

## **Longer Testing Time Recommended**

Kindergarten and first grade students will be introduced to a new test during the fall student testing period--the Metropolitan Readiness Test. Grades two and three will still receive the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED).

Sandra Malone, director of system-wide testing, says the Testing Department is recommending that principals have their students tested over a longer period of time this year. Three days should be used to administer the Metropolitan Readiness Test to K-1 students and four days is recommended for administering the ITBS and ITED.

A suggested schedule by the Testing Department recommends that K-1 students should not be tested over 30 minutes per day and second and third graders no more than 45 minutes per day. One hour and a half is recommended for students testing in grades 4-8 and two to two-and-a-half hours a day for senior high students.

**Workshop Reporter Staff**

The summer workshop reporter was produced by members of the Communications Department. The editorial staff included Rodney Davis, Editor; Robert L. Johnston; Wanda Vassallo; Dean Angel; Bryan Martin; and Loretta Howard. Typist was Elvira Reyna. Printing was under direction of Harry B. Matthews.

Additional copies of the reporter are available by calling or writing to the School Action Center, 3700 Ross Avenue, Dallas, Texas 75204. Telephone 824-5251.